MOTIVATIONAL FACTORS THAT INFLUENCE ACADEMIC ACHIEVEMENT OF LOW ACHIEVERS AMONG SECONDARY SCHOOL STUDENTS IN KUCHING

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MOTIVATIONAL FACTORS THAT INFLUENCE ACADEMIC
ACHIEVEMENT OF LOW ACHIEVERS AMONG SECONDARY SCHOOL
STUDENTS IN KUCHING

by

Chew Sook Choo

This project is submitted in partial fulfillment of the requirement to obtain a
Bachelor of Science (Human Resource Development) from
Faculty of Cognitive Sciences and Human Development,
University Malaysia Sarawak
The project entitled "Motivational factors that influence academic achievement of low achievers among secondary school students in Kuching" was prepared by Chew Siok Choo and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirement to obtain a Bachelor of Science (Human Resource Development).

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17 May 02
ACKNOWLEDGEMENT

First of all, I want to thank God for His protection and guidance for providing me sufficient wisdom, ideas and confidence in the preparation and the completion of this thesis. I also want to thank Him for providing me a group of wonderful brothers and sisters whom consistently pray and support me throughout these years. A special thanks to Mdm. Alice Wright who willing to help me in editing my grammar in this thesis.

I would like to express my utmost gratitude and appreciation to Pn Noor Shah Mohd Salleh for her supervision, guidance and constructive suggestions and comments throughout the duration of this study.

I also wish to profound my gratitude and appreciation to my course mates who have directly or indirectly assist me in the process of this thesis.

A very special thanks to the staffs of the Faculty of Cognitive Sciences and Human Development for their tremendous assistance throughout the duration of this study.

Finally, I would like to thank my parents and family who love me and support me throughout these three years in UNIMAS.

"Trust in the Lord with all your heart, and lean not on your own understanding, in all your ways acknowledge him, and he will make your paths straight"

Proverb 3:5-6
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement</td>
<td>iii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iv - v</td>
</tr>
<tr>
<td>List of Figures</td>
<td>vi</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vii - ix</td>
</tr>
<tr>
<td>Abstract</td>
<td>x</td>
</tr>
<tr>
<td>Abstract</td>
<td>xi</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.0 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the study</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Statement of problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Objectives of the study</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Conceptual framework</td>
<td>4-5</td>
</tr>
<tr>
<td>1.5 Research Null Hypothesis</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Significant of the study</td>
<td>5-7</td>
</tr>
<tr>
<td>1.7 Definition of terms</td>
<td>7</td>
</tr>
<tr>
<td>1.7.1 Academic achievement</td>
<td></td>
</tr>
<tr>
<td>1.7.2 Low achievers</td>
<td></td>
</tr>
<tr>
<td>1.7.3 Motivational factor</td>
<td></td>
</tr>
<tr>
<td>1.7.4 Intrinsic motivation</td>
<td></td>
</tr>
<tr>
<td>1.7.5 Extrinsic motivation</td>
<td></td>
</tr>
<tr>
<td>1.7.6 Self-efficacy</td>
<td></td>
</tr>
<tr>
<td>1.7.7 Attribution theory</td>
<td></td>
</tr>
<tr>
<td>1.8 Limitation of the study</td>
<td></td>
</tr>
<tr>
<td>2. Review of Literature</td>
<td>8</td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>8</td>
</tr>
<tr>
<td>2.2 Low achievers</td>
<td>9-10</td>
</tr>
<tr>
<td>2.3 Concepts of motivation</td>
<td>11</td>
</tr>
<tr>
<td>2.4 Intrinsic motivational factor</td>
<td>12-14</td>
</tr>
<tr>
<td>2.5 Extrinsic motivational factor</td>
<td>14-16</td>
</tr>
<tr>
<td>2.6 Self-efficacy</td>
<td>16-18</td>
</tr>
<tr>
<td>2.7 Attribution theory</td>
<td></td>
</tr>
<tr>
<td>3. Research Methodology</td>
<td>19</td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>19</td>
</tr>
<tr>
<td>3.2 Research design</td>
<td>19</td>
</tr>
<tr>
<td>3.3 Research sample</td>
<td>19-21</td>
</tr>
<tr>
<td>3.4 Research instrument</td>
<td>21</td>
</tr>
<tr>
<td>3.5 Pilot test</td>
<td>21</td>
</tr>
<tr>
<td>3.6 Data collection</td>
<td>22</td>
</tr>
<tr>
<td>3.7 Data analysis</td>
<td>22</td>
</tr>
<tr>
<td>3.8 Summary</td>
<td></td>
</tr>
<tr>
<td>4. Findings and Discussions</td>
<td>23</td>
</tr>
<tr>
<td>4.0 Introduction</td>
<td>23-27</td>
</tr>
<tr>
<td>4.1 Respondent; demographic factors</td>
<td></td>
</tr>
<tr>
<td>4.1.1 Gender (Overall)</td>
<td></td>
</tr>
</tbody>
</table>
4.1.2 Gender differences by school
4.1.3 Ethnic (Overall)
   (a) SMK Batu Lintang
   (b) SMK Batu Kawa
   (c) SMK Bandar Kuching No: 1
   (d) SMK Lumina Kuda
4.1.4 Ethnic differences by school
4.1.5 Location

4.2 Findings
4.2.1 Differences between gender and motivational factors of respondents (Overall)
4.2.2 Differences between ethnic and motivational factors of respondents by school (Overall)
4.2.3 Correlation between motivational factors of respondents (Overall)
4.2.4 Differences between gender and motivational factors of respondents by school
4.2.5 Differences between ethnic and motivational factors of respondents by school

4.3 Discussions
4.3.1 Selection of respondents – population
4.3.2 Respondents’ attitude
4.3.3 Geographical and cultural differences
4.3.4 Time limitation
4.3.5 Task difficulty
4.3.6 Summary

5. Conclusion and Recommendation
5.0 Introduction
5.1 Conclusions
   5.1.1 Differences between gender and motivational factors of respondents
   5.1.2 Differences between ethnic and motivational factors of respondents
   5.1.3 Correlation between motivational factors of respondents
5.2 Recommendations
   5.2.1 Secondary schools (authority and teachers)
      5.2.1.1 Avoid gender and ethnic bias in class
      5.2.1.2 Combination of motivational factors
      5.2.1.3 Teachers attitude
      5.2.1.4 Students attitude
      5.2.1.5 Others suggestions
   5.2.2 Further Research
      5.2.2.1 More specific
      5.2.2.2 More motivational factors
      5.2.2.3 Different type of research methods
      5.2.2.4 Number of respondents

6. References
7. Appendix A
8. Appendix B
# LIST OF FIGURES

**Figure 1**  
Conceptual Framework in this study  
3

**Figure 2**  
The resulting corpus of 20 motivation terms relevant to academic achievement and motivation  
10

**Figure 3**  
Taxonomy of human motivation  
Appendix B

**Figure 4**  
Representation of the differences between efficacy expectations and outcome expectations within Bandura's (1977) theory of self-efficacy  
15

**Figure 5**  
Weiner's model of Causal Attribution  
16

**Figure 6**  
Weiner's attribution theory (1980)  
17

**Figure 7**  
Steps in the attribution model of motivation  
18

**Figure 8**  
Research sample in the study  
21

**Figure 9**  
Motivational links to success  
46

**Figure 10**  
How teachers motivate students  
47
LIST OF TABLES

Table A
Distribution of respondents based on the gender differences.  

Table B
Distribution of respondents based on the gender differences by school  

Table C
Distribution of the respondents based on the ethnic differences.  

Table D
Distribution of respondents based on the gender differences in SMK Batu Lintang  

Table E
Distribution of respondents based on the gender differences in SMK Batu Kawa  

Table F
Distribution of respondents based on the gender differences in SMK Bandar Kuching No 1  

Table G
Distribution of respondents based on the gender differences in SMK Lumba Kuda  

Table H
Distribution of respondents based on residence differences.  

Table 1
Results of t-test for differences between gender differences and intrinsic motivation factor among low achievers.  

Table 2
Results of t-test for differences between gender differences and extrinsic motivation factor among low achievers.  

Table 3
Results of t-test for differences between gender differences and self-efficacy among low achievers.  

Table 4
Results of t-test for differences between gender differences and attribution theory among low achievers.  

Table 5
Results of One-way ANOVA for differences between ethnic differences and intrinsic motivation factor among low achievers.
Table 6
Results of One-way ANOVA for differences between ethnic differences and extrinsic motivation factor among low achievers.

Table 7
Results of One-way ANOVA for differences between ethnic differences and self-efficacy among low achievers.

Table 8
Results of One-way ANOVA for differences between ethnic differences and attribution theory among low achievers.

Table 9
Results Pearson Correlation for determination of correlation between intrinsic and extrinsic motivational factors.

Table 10
Results Pearson Correlation for determination of correlation between extrinsic motivational factor and attribution theory.

Table 11
Results Pearson Correlation for determination of correlation between intrinsic motivational factor and self-efficacy.

Table 12
Results Pearson Correlation for determination of correlation between self-efficacy and attribution theory.

Table 13
Results of t-test for differences between gender differences and intrinsic motivation factor among low achievers by school.

Table 14
Results of t-test for differences between gender differences and extrinsic motivation factor among low achievers by school.

Table 15
Results of t-test for differences between gender differences and self-efficacy motivation factor among low achievers by school.

Table 16
Results of t-test for differences between gender differences and attribution theory motivation factor among low achievers by school.

Table 17
Results of One-way ANOVA for differences between ethnic differences and intrinsic among low achievers by school.
Table 18
Results of One-way ANOVA for differences between ethnic differences and extrinsic among low achievers by school.

Table 19
Results of One-way ANOVA for differences between ethnic differences and self-efficacy among low achievers by school.

Table 20
Results of One-way ANOVA for differences between ethnic differences and attribution theory among low achievers by school.

Table 21
Results of Regression Linear for determination of the relationship among four motivational factors.

Tables of overall conclusions
ABSTRAK

FAKTOR-FAKTOR MOTIVASI YANG MEMPENGARUHI PENCAPAIAN AKADEMIK PARA PELAJAR LEMAH DI KALANGAN PELAJAR SEKOLAH MENENGAH DI KUCHING

Chew Siok Choo

ABSTRACT

MOTIVATIONAL FACTORS THAT INFLUENCE ACADEMIC ACHIEVEMENT OF LOW ACHIEVERS AMONG SECONDARY SCHOOL STUDENTS IN KUCHING.

Chew Sick Choo

Generally, this project aims to perform a preliminary investigation into the importance of motivational factors that influence academic achievement of low achievers among several secondary schools in Kuching. There was 4 motivational factors were selected in this study: intrinsic motivational factor, extrinsic motivational factor, self-efficacy and attribution theory. Questionnaires were distributed personally by the researcher to 4 secondary schools in Kuching: SMK Batu Lintang, SMK Batu Kawa, SMK Lumba Kuda and SMK Bandar Kuching No 1. Descriptive analysis was used to describe the difference of gender, ethnicity and residence location of the respondents. Independent sample t-tests were used to discover the differences between gender and 4 main motivational factors of low achievers. One-way analysis of variance (ANOVA) was used for the test of differences in respondents' races and motivational factors. Finally Pearson Correlation was carried out to determine the correlation between the 4 motivational factors among themselves. Regression linear was done to discover which one is the most significant motivational factor that influences the low achievers in gender and races differences. The results showed there was a significant difference between gender and intrinsic motivational factor. Only attribution theory didn't show a significant differences between ethnic differences compared with another 3 motivational factors. There were significant relationship among these 4 motivational factors and they affect one another in different way.
1.0 Introduction

Every teacher has no doubt asked this universal question: How can I motivate my students to work harder, to study, to do all they can to learn and perform well in their examinations? Till today, there has been no one fixed formula, strategy or set of devices that will motivate all students in the same way or in the same degree. Nevertheless, it is very important for educators to understand that what would turn some students on is the very thing that turns others off and what motivates high achievers might not necessarily have the same impact on the low achievers.

On 21 June 2001, during the 55th Annual General Meeting of UMNO, our Prime Minister Datuk Seri Dr. Mahathir Mohamad voiced his concern over the fact that most of the Malay students fail to perform well academically compared with non-bumiputera students. He said this was due to certain factors. An article in Berita Harian (22 June 2001) stated that motivation is needed to help them excel in their academic performance.

This study is aimed at helping educators to better understand what causes poor motivation in lower achievers through discussing four main types of motivational factors: Intrinsic Motivation, Extrinsic Motivation, Self-efficacy and Attribution Motivation. At the same time, the researcher endeavors to understand how socio-demographic factors such as gender differences, ethnic differences and location differences actually influence the low achievers in secondary school students.

The researcher hopes to answer some of the following questions through this study as well: Why lower achievers are not motivated to perform well in their academic. What can we do to help to motivate them? Which motivational factor is more suitable to help them to perform better? Do gender, ethnic and spatial factors influence academic achievement?

The findings from this research perhaps will give us a better picture of how we can motivate those lower achievers to do better in their academic studies and provide some guideline for the educators to understand the causes of their low achievement in order to find way to help them.

1.1 Background of the study

This study basically discusses four main motivational factors that have shown convergent validity in influencing a student's academic achievement and development by referring it to a group of low achievers in several secondary schools in Kuching.

McDonald (1992) describes intrinsic motivation as a drive to achieve something that is related to an individual’s perceived sense of control over the environment, in which rewards are derived from competence, skill and interaction with the task. Whereas, extrinsic motivation is based on the idea that humans are completely regulated by external forces and are passive respondents to environmental forces.

Intrinsic motivation causes us to participate in an activity for our own enjoyment even without any tangible rewards being given while extrinsic motivation causes us to do something for tangible rewards.
Self-efficacy is basically derived from the social cognitive theory propounded by Bandura (1986) while Weiner (1972) and his associates proposed the attribution theory of achievement motivation.

Self-efficacy refers to individuals' belief in their capabilities to exert control over aspects of their lives. It suggests that efficacy beliefs are the outcome of one's own performances, vicarious experiences, verbal persuasion from others and emotional arousal (Bandura, 1977, 1986).

Weiner (1972, 1980b) explains attribution theory as a motivation factor on a basis of the perceived causes that a person might use to explain success or failure in a particular performance. According to the attribution theory, every behavior has its consequences, the person who is acting to succeed experiences not only the act itself, but its outcomes as well. A person will attribute those outcomes to certain agents, seeking to answer questions such as: What made me succeed? What made me fail?

Weiner (1972) then proposed that people use certain causal attributes to explain their successes and failures. They are ability, effort, task difficulty, luck and help from others. The outcomes depend on how much ability one has, how much effort one puts in, how difficult the task is, how lucky one is and how much help one receives.

1.2 Statement of the problem

Infants and young children are engaged in playful and curiosity-driven exploration of their environment since they are born. James Raffini (1993) said that it is rare to hear parents complaining that their pre-schooler is unmotivated. Unfortunately, as they grow up, children's passion for learning seems to decrease frequently. The learning process becomes hard boring work rather than enjoyable. There is a report which states that a large number of students - more than one in four actually leave school before graduating (Harris, 1991). Many are physically present in the classroom but in fact are absent mentally. They seem to fail to invest themselves in the experience of learning.

In Malaysia, the government has provided RM 22.66 billion for educational programs and training purposes for the next five years (Utusan Melayu, 24 April 2000). The aim is to increase the number of motivated, innovative and knowledgeable future workers and leaders, who can lead this nation to a higher achievement in the world. Unfortunately, we still struggle with issues such as students leaving schools, coming late, students involved in some extortion, smoking, stealing and other activities that are not productive.

Recently, we have even been concerned for the non-bumiputera students who have low achievement in their studies. A current statistic shows that the number of bumiputera students obtaining first-class degrees is very disappointing (Habib, 2001). Moreover, Zukifli Bachok (2000) in his article (Utusan Melayu) said that the academic achievement of matriculation students is low. Even the academic achievement gap between female and male students becomes more and more serious. Royal professor Ungku Abdul Aziz stated that female students made up almost 65% of the population in local Malaysian universities (Abas, 2000).

Therefore, this study will examine types of motivational factors that are more beneficial in helping low achievers. Furthermore, the correlations between four motivational factors and academic achievement will be investigated and this study will contribute in helping educators provide a better learning environment for low achievers. It also aims to urge educators and researchers to recognize the potential and benefits of these motivational factors on students' academic achievement.
1.3 Objectives of the study

✓ Describe the overall and specific socio-demographic characteristics of low achievers in secondary schools in Kuching (SMK Batu Lintang, SMK Batu Kawa, SMK Bandar Kuching No.1 and SMK Lumba Kuda)

✓ To determine the motivational factors on low achievers’ academic achievement by gender and ethnic differences

✓ Determine the gender differences of low achievers’ and the motivational factors: Intrinsic, Extrinsic, Self-efficacy and Attribution theory

✓ Determine the gender differences of low achievers’ for motivational factors: Intrinsic, Extrinsic, Self-efficacy and Attribution theory by schools

✓ Determine the ethnic differences of low achievers’ and motivational factors: Intrinsic, Extrinsic, Self-efficacy and Attribution theory

✓ Determine the ethnic differences of low achievers’ and motivational factors: Intrinsic, Extrinsic, Self-efficacy and Attribution theory by schools

✓ Determine the relationship between intrinsic and extrinsic motivation among low achievers.

✓ Determine the relationship between intrinsic motivational factor and self-efficacy motivation among low achievers.

✓ Determine the relationship between extrinsic motivational factor and attribution theory among low achievers.

✓ Determine the relationship between self-efficacy motivational factor and attribution theory among low achievers.

1.4 Conceptual framework

![Conceptual Framework](image)

**Figure 1: Conceptual Framework in this study**
1.5 Null Hypothesis

According to the research questions, Null Hypothesis are formed as below:

(H01 – H12 assesses the overall picture of this study while H13 – H20 accesses the study by each school specifically)

H01: There is no significant difference between gender differences and intrinsic motivation factor among low achievers.

H02: There is no significant difference between gender differences and extrinsic motivation factor among low achievers.

H03: There is no significant difference between gender differences and self-efficacy among low achievers.

H04: There is no significant difference between gender differences and attribution theory among low achievers.

H05: There is no significant difference between ethnic differences and intrinsic motivation factor among low achievers.

H06: There is no significant difference between ethnic differences and extrinsic motivation factor among low achievers.

H07: There is no significant difference between ethnic differences and self-efficacy among low achievers.

H08: There is no significant difference between ethnic differences and attribution theory among low achievers.

H09: There is no significant relationship between intrinsic motivation factor and extrinsic motivational factor among low achievers.

H10: There is no significant relationship between extrinsic motivation factor and attribution theory among low achievers.

H11: There is no significant relationship between intrinsic motivation factor and self-efficacy among low achievers.

H12: There is no significant relationship between self-efficacy and attribution theory among low achievers.

H13: There is no significant difference between gender differences and intrinsic motivation factor among low achievers by school.

H14: There is no significant difference between gender differences and extrinsic motivation factor among low achievers by school.
H15: There is no significant difference between gender differences and self-efficacy among low achievers by school.

H16: There is no significant difference between gender differences and attribution theory among low achievers by school.

H17: There is no significant difference between ethnic differences and intrinsic motivation factor among low achievers by school.

H18: There is no significant difference between ethnic differences and extrinsic motivation factor among low achievers by school.

H19: There is no significant difference between ethnic differences and self-efficacy among low achievers by school.

H20: There is no significant difference between ethnic differences and attribution theory among low achievers by school.

H21: There are no significant differences between the four motivation factors.

1.6 Significance of the study

The study aims to give a clearer picture of why these intrinsic, extrinsic, self-efficacy and attribution theories are the centre of motivation and how it helps to create a positive change for low achievement students. It is very important for educational practitioners to consider better ways to integrate these motivational factors into practical teaching and interactions with low achiever students to facilitate learning, personal growth and better academic achievement.

1.7 Definition of terms

1.7.1 Academic achievement

(a) Conceptual definition

The American Heritage Dictionary (1996) defines “academic” as characteristic of a school especially one of the higher learning while “achievement” as the act of accomplishing or finishing or something accomplished successfully especially by means of exertion, skill, practice or perseverance.

(b) Operational definition

The purpose of doing this research is to find out the motivational factors that motivate a group of low achievers in their academic performance. The achievement outcomes in this study should be interpreted as “success as well as failure situations” in their academic results only but not “successful accomplishments” in the intellectual field.

1.7.2 Low achiever

(a) Conceptual definition

According to the Oxford Advanced Learner’s Dictionary (1999), “low achiever” is someone who fails to succeed in reaching a particular goal, status or stand especially by effort, skill, courage or someone who fails to perform well.
(b) **Operational definition**
The students or the low achievers referred to in this study are those students who fail in high frequency in their school academic context. They are considered as the worst class of form 2 students and from four schools in the Kuching area.

### 1.7.3 Motivational Factor

(a) **Conceptual definition**
Motivation is goals — focusing on the achievement goal or goals that a person holds (Archer, 1994). In the learning process, Moriarty, Douglas, Punch and Hattie (1995) define motivation as pleasurable, satisfying and a collaborative process. Furthermore, Misericando (1996) stated that motivation is what drives an individual to engage including autonomy, self-perceived competence and goals.

(b) **Operational definition**
In this study, the researcher aims to discover what are the main drives that help lower achievers to increase their academic performance. The researcher is also interested to find out what will motivate low achievers’ self-perception of their academic achievement.

### 1.7.4 Intrinsic Motivation

(a) **Conceptual definition**
Higgins, Lee, Kwon and Trop (1995) describe intrinsic motivation as “interesting” or “internal drive to engage or perform” (Nolen & Nicholls, 1993). Intrinsic motivation also is preference for challenging tasks and seeking out opportunity that allows one to satisfy needs for competence, curiosity and mastery; usually developed by academically able students.

(b) **Operational definition**
Ryan and Deci (2000) stated that intrinsic motivation involves doing something because it is inherently interesting or enjoyable. Intrinsic motivation served as natural factors that enhance the learning and achievement of students and it can be either systematically catalyzed or undermined by parent and teacher practices (Ryan and Stiller, 1991). The researcher assesses low achievers’ own interest and desire in participating in the schools activities.

### 1.7.5 Extrinsic Motivation

(a) **Conceptual definition**
Extrinsic motivation is “preference for social approval and reinforcement; usually developed by children with low perceived ability (Meece, Blumenfeld & Heyle, 1988). Higgins et. al. (1995) also stated that extrinsic motivation is providing rewards for effort.

(b) **Operational definition**
Misericando (1996) said extrinsic motivation is “behaving in order to attain a reward or avoid a punishment administered by others, such as parents or teachers”. The questionnaire included various perspectives about how tangible rewards, recognition from friends and teacher and parent will motivate the low achievers.
1.7.6 Self-efficacy

(a) Conceptual definition
Self-efficacy is expectation concerning the ability to perform a given task (Bandura, 1993). At the same time, Bandura (1986) also said that it is a belief about one’s ability to perform; confidence in future success.

(b) Operational definition
The researcher assesses low achievers self-efficacy as “beliefs about one’s ability to perform; confidence in future success” which has been defined by Moriarty, Doyglas, Punch and Hattie by 1995.

1.7.7 Attribution Theory

(a) Conceptual definition
Westen (1996) said attribution is the process of inferring the causes of one’s own and others’ mental states and behaviors. Attribution theory is a collection of ideas about when and how people form causal interferences. It examines what information is gathered and how it is combined and used by the social perceiver or an individual to form explanations for events (Fiske & Taylor, 1991).

(b) Operational definition
The researcher was using Weiner (1970, 1980, 1984, 1990) theory, which explains motivation on the basis of the perceived causes that a person, might use to explain success or failure in a particular performance. He believes that when achievement is aroused, we tend to attribute our performance to one of four elements: ability, effort, task difficulty or luck.

1.8 Limitations of the study

There is actually a lack of clear definition of motivational factors and specification of their operation within a larger theoretical framework. Nevertheless, this study only selected four motivational factors that influence low achievers’ academic achievement. The four motivational factors include intrinsic motivation, extrinsic motivation, self-efficacy and attribution theory. The study excludes other motivational factors such as achievement motivation, goal motivation and parental motivation.

This study only examines motivational factors and socio-demographic variables from a student’s perspective, as they were the actual recipients of any motivation practiced in the classroom. As such, this study is taken from the school teacher’s perspective. The researcher felt that using students as respondents would present a different perspective from the teacher’s perspective.

The subject in this study was only limited to Form 2 students. That means the findings of this study only refer to form two students. Students in other forms were not utilized in this study. The researchor chose Form two students as respondents because they are free from any official examination this year. Furthermore, the researcher hopes to discover the influence of each motivational factor upon lower form students only. Therefore, the findings of this study are limited to classroom environments in Form two and not to the overall environment of the secondary school.
CHAPTER 2
REVIEW OF LITERATURE

2.1 Introduction

This chapter will present an overview about some previous literatures related to this research in academic motivation. This paper aims to discuss definitions and concepts about low achievers, concepts of motivation and the four motivational factors: intrinsic, extrinsic, self-efficacy and attribution theory. Finally, it discusses the relationship between these motivational factors and socio-demographic characteristic of students.

2.2 Low achiever

According to Oxford Advanced Learner's Dictionary (1999), "low achiever" is someone who fails to succeed in reaching a particular goal, status or stand especially by effort, skill, courage or someone who fails to perform well.

Academic failure is a relative concept. According to Good (1973), "failure pupil implies lack of success on the part of pupil in accomplishment of school work". Wadkar and Palsane (1993) in their study about the academic failure's home background in cross-cultural perspective stated that naturally, academic failure differs as the school work varies and curricula change and the standards of assessment stand apart. It also varies in different countries, states, media and institutions.

They also concluded that there were many factors that contribute to academic failure and caused under-achievement, the major ones being level of intelligence, own personality including motivation and adjustment, home background and school background.

Plowden (1967) mentioned in his report that home background and environment was a more influential factor than school environment. Many surveys of the relevant literature have also discovered that socio-economic status (Abrahamson et al., 1952), interpersonal relations within the family, parent-child relationship (Douglas et al., 1946), and child rearing practices (Kagan and Moss et al., 1962) were of utmost importance in causing academic failure. Some other factors that affect academic failure include home adjustment, value of education to the parents, parental encouragement and interest of students.

Low achievers are also related to the term "learned helplessness". Dweck and Repucci (1973) had investigated this group of students by having one teacher give solvable problems and another give unsolvable problems to their students. Later when the teacher who had given the unsolvable problems instead gave the students solvable problems, the researchers observed that many students could not solve the problems, even though they had previously done so with another teacher. Dien and Dweck (1978) then investigated the differences in students' reactions to failure. They managed to identify two groups of students, "helpless" and "mastery-oriented." They concluded that when helpless students failed, they tended to ruminate over the cause of their lack of success. In contrast, when the mastery-oriented students had a failure experience, they focused on finding a solution to the problems they failed. They also reported that the helpless students underestimated their number of successes and overestimated their number of failures. When the helpless students had successes, they often reported that they didn't expect them to continue. This concept of learned helplessness has provided a meaningful way to understand the behavior of some students who have repeatedly, over several years,
experienced many more failures than successes. It does not appear that simply increasing the number of their successes will significantly influence their outlook on learning but teaching students to realistically assess their failures and to focus on increasing their effort or motivation are necessary components in overcoming feelings of helplessness.

2.3 Concepts of motivation

Motivation, by definition, involves making something begin or happen and sustaining goal-directed activity, often over lengthy periods (Pintrich and Schunk, 1996). To be motivated means to be moved to do something (Ryan and Deci, 2000). A person who feels no force to develop a process or inspiration to act is labeled as unmotivated while those who are energized or active towards an end are labeled as motivated. Different people have different levels of motivation and the variance is also shown in the orientation of motivation.

Bandura and Schunk (1987) said motivation is equal to drives while others (Meece, Blumeau and Hoyle, 1988; Miller, Behrens, Greene, and DeNewman, 1993; Archer, 1994; Seifert, 1995; Guthrie, VanMetser et al., 1996) related motivation with goals: academic and social goals; achievement goal or goals that a person holds; goals and commitments through learning and others goals. Pintrich and De Groot (1990) claimed that motivation is comprised of three components that is expectancy, value and affect or emotion and Bergin, Ford and Hess (1993) stated motivation is the psychological processes that are involved in the direction, vigor, and persistence of behavior.

Motivation is a subject that intrigues teachers who realize their importance both professionally and instinctively. Studying motivation illustrates how educational psychology reaches into the classrooms and has considerable significance for everyone interested in improving the quality of education. With regard to education, motivation has always been tied to learning activities and often inferred from the outcome of learning. Motivation theorists in the 1940s focused on hunger and thirst drives or sexual stimulation (Sigmund Freud). Efforts to apply the results of motivational research to education produced a greater emphasis on the cognitive aspects of motivation. Work by Lewin (1935) on the level of aspiration and Atkinson (1964) on achievement motivation were meaningful additions to the education literature.

Today, a cognitive emphasis with a focus on the self-system dominates motivational theory and research. Motivational theories such as causal attributions, self-efficacy, intrinsic, extrinsic are all used to explain human motivation. All of these topics are examined in recent works on Research on Motivation in Education, Volumes 1-3 (C. Ames & R. Ames, 1984, 1985, 1989) and in a recent issue of the Contemporary Educational Psychology, Volume 25.

Wodkowski (1986) and Grossmickle and Thiel (1988) believe that the concept of motivation is shrouded in myths that can mislead and confuse. Some of these myths focus on students, while others concern teachers. Among the most damaging are the following:

- **When students are not actively involved in their work, they are unmotivated.**
  If students are doing anything, they are motivated. They may not be motivated to learn, but they are motivated to do something, and that something could lead to a serious discipline problem.

- **Failure is a good motivator.**
  Experience may be a valuable teacher, but chronic failure often begets more of the same unless a better way is substituted. Success is a more potent motivator for most students.
Learning is more important than motivation.

Since students must learn to survive, schools must force students to learn regardless of the conditions. Though this belief may produce immediate learning, the ultimate consequences may be negative. Students may not use their learning since it was meaningless (Mece, 1991).

Teachers motivate students.

Teachers do not motivate students. The best that teachers can do is to make conditions as attractive and stimulating as possible. Students’ perceptions, values, personalities and judgments ultimately determine motivation (Wladkowski, 1986).

Threats increase motivation.

Some teachers (new teachers) believe that they can use threat of low grades, detention, and parental notification to motivate students. Although stern measures are occasionally necessary and must be used, to build a classroom atmosphere around threat is less productive.

Learning automatically improves with increased student motivation.

Positive evidence is lacking to show that motivation always improves learning. Motivation is certainly a condition for learning, but if other vital conditions are lacking (e.g., lesson is not well planned, teacher cannot control the class), we can only question the extent of the learning.

No single best definition of motivation is recognized. In the Contemporary Educational Psychology (Volume 25, Number 1, January 2000), motivation has been defined specifically according to different views from the researchers. The resulting corpus of motivation terms relevant to academic achievement and motivation consisted of 20 associated constructs. This corpus of terms is displayed in Figure 2. This graphic summary is not meant to be hierarchical. Rather, it is meant to depict some overarching relationships among these terms.

Figure 2: The resulting corpus of 20 motivation terms relevant to academic achievement and motivation
2.4 Intrinsic motivational factor

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressure or rewards.

Ryan and Deci (2000) stated that intrinsic motivation involves doing something because it is inherently interesting or enjoyable. Intrinsic motivation served as natural factors that enhance the learning and achievement of students and it can be either systematically catalyzed or undermined by parent and teacher practices (Ryan and Stillner, 1991). The researcher stated that these motivational factors help to result in high quality learning and creativity. Deci (1975) suggested that people perform intrinsically motivated behaviors for two reasons: to achieve stimulation and to achieve a sense of accomplishment, competence, and mastery over their environment.

The phenomenon of intrinsic motivation was first acknowledged within the experimental studies of animal behavior (White, 1959) when the researcher discovered that many organisms engaged in exploratory, playful and curiosity-driven behaviors even when no reinforcement or reward was provided. Therefore, intrinsic motivation in human nature is playing an important role. Beginning from our birth, humans are active, inquisitive, curious, displaying the nature of readiness to learn and explore without requiring extraneous incentives to do so (Ryan and Deci, 2000). Researchers therefore concluded that this natural motivational drive is a critical element in cognitive, social and physical development since one's inherent interest to grow in knowledge and skills come through their action (Ryan and LaGuardian, 2000).

From 1940s to the 1960s, concepts of intrinsic motivation were proposed as a critical reaction from two behavioral theories in empirical psychology. Skinner (1953) in his operant theory mentioned that all behaviors are motivated by rewards and intrinsically motivated activities were said as ones, in which the reward was in the activity itself. On the other hand, Hull (1943) through his learning theory maintained that all behaviors are motivated by psychological drives and intrinsically motivated activities are able to provide satisfaction of the inner psychological needs. Therefore, researchers investigated what task characteristics make an activity itself in Skinner’s (1953) operant theory while some explored what basic needs are satisfied by intrinsically motivated behaviors in learning theory by Hull (1943).

In one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. (Ryan and Deci, 2000).

The Cognitive Evaluation Theory (CET) was presented by Deci and Ryan (1985) to specify the factors in social context that produce variability in intrinsic motivation. CET is considered a sub theory of self-determination theory, which argues that interpersonal events and structures that are conducive toward feelings of competence during action can enhance intrinsic motivation for that action because they allow satisfaction of the basic psychological need for competence. Optimal challenges, promoting feedback and freedom from demeaning evaluations are all predicted to facilitate intrinsic motivation.

However, CET further specifies that feelings of competence will not enhance intrinsic motivation unless they are accompanied by a sense of autonomy. Thus, people must not only experience perceived competence (self-efficacy), they must also experience their behavior to be self-determined if intrinsic motivation is to be maintained or enhanced. Therefore, for a high level of intrinsic motivation people must experience satisfaction of the needs both for competence and autonomy.
2.5 Extrinsic motivational factor

Although intrinsic motivation clearly an important type of motivation, most of the activities people do are not intrinsically motivated. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks. In schools, it appears that intrinsic motivation becomes weaker with each advancing grade.

In the classic literature, extrinsic motivation has been typically characterized as a pale and impoverished form of intrinsic motivation (Deci & Ryan, 1958) but in Self-determination theory proposed by Deci and Ryan (1985) there are various types of extrinsic motivation where some represent impoverished forms and some represent active, agentic states. Previously extrinsic motivation defined that one feels externally propelled into action but lately, the intrinsic goal is said to be self-endorsed and thus adopted with a sense of volition (the process of using one’s will in choosing something or making a decision).

Extrinsic motivation is a construct that pertains whatever an activity is done in order to gain some separable outcomes, which means they do an activity simply for enjoyment of the activity itself rather than its instrumental value (Deci and Ryan, 1985). Self-determination theory proposed that extrinsic motivation could vary in degree, which is it is autonomous. Students might be extrinsically motivated by avoid area of parental sanctions into doing homework or they might do it for their instrumental value which is connected with their future career rather than they finding it interesting. Both actually involve instrumentalities, the latter case involves personal endorsement and a feeling of choice, whereas the former involves external control. Both represent intentional behavior, they just vary in their relative autonomy.

Within the Self-Determination theory a second sub theory, referred to as the Organismic Integration Theory (OIT) was introduced to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors (Deci & Ryan, 1985). Figure 3 illustrates the OIT taxonomy of types of motivation, arranged from left to right in terms of the extent to which the motivation for one’s behavior emanates from one’s self.

Amotivation is the state of lacking an intention to act. When amotivated, a person’s behavior lacks intentionality and a sense of personal causation. It results from not valuing an activity (Ryan, 1995). It also results from not feeling competent to do it (Deci, 1975) or not believing it will yield a desired outcome (Seligman, 1975).

To the right of amotivation, are categories that represent the autonomous forms of extrinsic motivations. They are external regulation, introjection, identification and integration.

### External regulation
Such behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency. Individuals typically experience externally regulated behavior as controlled and their actions have an external perceived locus of causality (EPLOC: deCharms, 1968). This is the only kind of motivation that is recognized by Skinner (1953) in his operant theory.

### Introjection
Introjected regulation describes a type of internal regulation that is still quite in control because people perform such actions with the feeling of pressure in order to avoid guilt, anxiety, pride and ego-enhancements. It represents regulation by contingent self-esteem. Nicholls (1984) and Ryan (1982) said that introjection is ego