INFLUENCE OF FACTORS AND STRATEGIES ON MOTIVATION TO LEARN AMONG MIDDLE YEAR STUDENTS IN A PRIVATE SCHOOL AT THE STATE OF JOHOR

TAN HUI YIN

A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education (Educational Psychology)

School of Education
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

AUGUST 2021

DEDICATION

This project report is dedicated to my parents who supported me to pursue my study. They were giving their best to support me morally.

ACKNOWLEDGEMENT

I would like to express my sincere appreciation and profound gratitude to my research project supervisor, Professor Dr. Yeo Kee Jiar for her advice and guidance through this project. Without her dedication, this project would not have been possible.

Furthermore, I would like to thank Universiti Teknologi Malaysia for allowing me to use the available facilities and software throughout my study.

Special thanks to my family members and friends who supported me and gave me encouragement during the research project.

ABSTRACT

Learning motivation is a crucial indicator to indicate the achievement and performance of a respective student. The past research had shown that students who owned a higher learning motivation would have a higher confidence level, hence results in a better performance in their assessments. However, most of these research backgrounds were based on the students in government school. Among all these studies, only a small amount of them focused on the learning motivation among middle year students in private school. Therefore, this study was aimed to investigate the factors that influence the learning motivation of middle year students in a private school in Johor state and to examine the strategies that will enhance their learning motivation. A case study with in-depth interview was designed to investigate the influence of factors and strategies on the learning motivation among the middle year students. Six students with an age range in between 14 to 16 years old in a private school in Johor state had participated in this study. Generally, they were born with a higher socioeconomic status. The data were processed and analysed by using thematic analysis. The factors that influenced the students' learning motivation were identified such as family-related factors, school-related factors, social-related factors and personal-related factors. The participants had showed both positive and negative views among these factors except for the personal-related factor. It was the only factor that participants purely showed negative view on it and had been deemed as an obstacle that will affect their learning motivation. Besides, the common strategies implemented by the students were self-regulation, work on a designed study plan, self-alert about the consequences for getting poor grade, goal setting, curiosity and form a study group with peer. Most of the students in this study believed that self-regulation and self-discipline were the most effective strategies to enhance their learning motivation. In conclusion, it would be beneficial for the students' holistic development if the stakeholders in private education system could collaborate with one another to eliminate the hindrance factors that will decline the students' learning motivation and implement the strategies which promote the students' motivation to learn.

ABSTRAK

Motivasi belajar merupakan penunjuk yang kritikal bagi mengakses pencapaian dan pretasi seseorang pelajar. Menurut kajian lepas, pelajar yang mempunyai motivasi belajar yang tinggi akan lebih berkeyakinan terhadap diri serta berperformasi tinggi dalam bidang pembelajaran akademik. Umumnya, kajian yang berkaitan dengan motivasi belajar telah dikaji dalam kalangan pelajar sekolah kerajaan. Namun, kajian ini kurang difokuskan dalam kalangan pelajar sekolah swasta. Kajian ini adalah untuk mengkaji faktor yang mempengaruhi motivasi belajar serta mengenalpasti strategi bagi meningkatkan motivasi belajar dalam kalangan pelajar menengah tahun dari sebuah sekolah swasta di negeri Johor. Kaedah temu bual digunakan dalam kajian ini. Sebanyak enam orang pelajar swasta yang berumur dari 14 tahun hingga 16 tahun telah dipilih secara rawak dari golongan keluarga yang berstatus sisioekonomi tinggi. Data kajian telah diproses dan dianalisis dengan menggunakan analisis tematik. Faktor-faktor yang mempengaruhi motivasi belajar adalah berkaitan dengan keluarga, sekolah, sosial dan kendiri. Dalam kajian ini, faktor yang berkaitan dengan kendiri telah dianggapkan sebagai factor yang menjejaskan motivasi pelajar untuk belajar. Di samping itu, strategi yang dilaksanakan oleh pelajar termasuk regulasi kendri, menyediakan jadual belajar, sentiasa mengingatkan kesan gagal dalam peperiksaan, penetapan matlamat pembelajaran, perasaan yang ingin tahu dan membentuk kumpulan belajar dengan rakan sebaya. Kebanyakan pelajar dalam kajian ini mempercayai bahawa regulasi kendiri dan disiplin diri adalah strategi yang paling berkesan bagi meningkatkan motivasi belajar. Kesimpulannya, pihak berkenaan dalam sistem pendidikan swasta patut berkolaborasi untuk menghapuskan faktor penghalang yang menurunkan motivasi belajar dan melaksanakan strategi yang sesuai untuk mendorong motivasi belajar dalam kalangan pelajar.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

xiii

LIST OF ABBREVIATIONS

COVID   -   Coronavirus Disease

IB   -   International Baccalaureate

IPR   -   Interview Protocol Framework

MYP   -   Middle Year Programme

SCT   -   Social Cognitive Theory

SLT   -   Social Learning Theory

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

1.1   Introduction

Private schools co-exist with public schools to offer different education programs for students, thus giving alternatives for parents to opt for their best-perceived education for their children. In Malaysia, there are generally three types of schools that exist alongside each other: the public owned and fully government-funded such as national school; private owned and semi government-funded like religious, English, Chinese and Tamil medium school; and private and self-funded like private schools such as international school who used the foreign syllabus, Chinese independent schools, religious schools. The functions of these types of schools differ along the lines of social, cultural, religious, and medium of instruction.

It is a general notion that parents must pay a higher fee for private schools that offer secular education as compared to those which are religiously based. Private schools are depending on the students' tuition fee, private charity, and the support from the government occasionally. This leads to private school tends to attract the socio-economic privileged students (Alderman et al., 2001). In terms of results such as PISA; Peterson and Llaudet (2006); Thapa (2012), students that join private schools tend to perform higher significantly in the assessment than the students who joined national school. However, after considering the socio-economic background of the students who attend these schools and the related materials and instructional benefits that mount up to the schools, there is no significant difference in results when comparing to the same SES category from public and private schools.

Some private schools prepare their students for international exams only such as Cambridge Assessment (IGCSE), Australian Matriculation (AUSMAT) and

Scholastic Assessment (SAT) but there are others which offer both Malaysia public examinations besides the international exams such as Malaysia Certificate of Education (SPM), Malaysian Higher School Certificate (STPM) There is a substantial number of private school students who take both international and Malaysia public examinations, hence they have to work extra hard. The key factors which drive the student to work hard in their academic achievement are aspiration, interest, encouragement and goals (Diab & Schultz, 2021; Kryshko et al., 2020; Pengestu & Meydia, 2021; Tucker-Drob & Harden, 2012). These components are explained in motivation theories. When students lack motivation or interest in learning, it leads to multi-fold consequences. Among these are students will not contribute to the task adequately and be procrastinated which leads the failure in their examination (Clark & Saxberg, 2018).

Motivation defined as enthusiasm energized and willingness for achieving certain targets (Adetya Dewi et al., 2020; Rafiola et al., 2020). Motivation is an essential factor for uplifting the students' achievement and performance. It is associated closely with actions, beliefs, interest, goals, perceptions, and values (Deci & Ryan, 1985, 2000, 2010; Reiss, 2012; Vallerand, 1997; Vallerand et al., 2016; Vansteenkiste et al., 2006). In general, varieties of motivation methods can highlight on cognitive behavior (like strategies and monitoring); non-cognitive parts (like attitude, belief and perceptions) or both. Cognitive engagement through implementation of strategies for satisfying the student's interests and challenging their thinking will motivate the students to explore more on their study (Turner, 1995). These interests lead the students to be grit in a task for a longer time, higher attention, capability to focus and the learning and enjoyment are increasing. Moreover, the motivation to the goal achievement is affected by the students' value and belief before they initiate the task. The student is motivated for completing the assigned task when they trust the learning outcome is useful, beneficial, importance and interesting (Clark & Saxberg, 2018).

The student's learning motivation can be hindered by the external factor such as school climate (Ömür, 2020). The supportive and positive school climate will improve students' self-confidence and preferable behavior during the learning process.

The learning environment will be more effective towards the students' learning. If the school climate is negative and passive, there is a high tendency for the students to behave badly and decline their learning motivation. Besides that, learning motivation can be hindered by poverty (Gbollie & Keamu, 2017). Students' attention towards the study will be distracted by the financial issues including getting sufficient resources to support their learning. Besides this, the poverty might further endanger the student's academic performance because they are worry towards the uncertainty in their future such as the cost of the education and the support from their parents (Capra, 2009). Therefore, the collaboration between the parents and school are essential for ensuring the students' learning motivation.

Aware of the facts that students' status of learning motivation can be influenced by internal factors (such as belief and cognitive) and external factors (such as parental support and learning climate). Therefore, this study will be very beneficial for middle year students and stakeholders in a private school at Johor by providing an insight for them to understand the effectiveness of external motivation and internal motivation towards the students' academic accomplishment and performance. The related party can implement the strategies and techniques to enhance the students' motivation to learn while necessary. Framed in motivation theory, this study aimed to explore the underlying factors which influence the student's motivation to learn and the consequences.

1.2   Background of the Study

Malaysia parents are given the right to decide the type of school for their children's education. The parents have two options. One of the options will be the government school which is financially supported by the government. The second option will be private school which is not financially supported by the government; however, it is supported by the students' tuition fee. The examples of the private school are international school, independent school and religious school. Parents always want to provide the best learning environment for their children. According to the research by Egalite and Wolf (2016); Singh (2015); Yaacob et al. (2015), the total admission for the private school had increased in the preceding 15 years. The influences on the parents' choice for sending their kids to private school are affected socially, culturally, politically and economically. The social background, education level, occupation, family size and the income of a family primes the parents to choose a conducive learning environment for their children.

Besides that, some of the parents are disappointed with the learning culture in public-school education which is highly focusing on the academic performance like paper and pen-based examination rather than the students' holistic development such as critical and creative thinking skills, problem solving abilities and volunteering activities. Moreover, lacking facilities in the government school had dissatisfied the parents. Among these, the absence of swimming pools and insufficient workstations for students to exercise their practical skills such as science laboratories may also discourage the parents from sending their kids to government school. Therefore, some parents are willing to spend more money to ensure their children can be developed holistically. Parents are hoping with the conducive learning environment, their children can engage well in school, therefore the children can be motivated extrinsically and intrinsically on their learning journey.

Motivation to learn is essential for predicting the students' academic success. The students' achievement and performance can be theorized by the intrinsic motivation and extrinsic motivation (Vallerand et al., 2016). Students will be motivated intrinsically to achieve some goals for their own sake or self-satisfaction.

4

The students' intrinsic motivation can be further enhanced by providing them more chances or choice for their personal accountabilities.

Extrinsic motivation refers to a person trying to avoid an undesirable outcome or to end something and not for their own sake. Students' motivation to learn can be affected by extrinsic goal, intrinsic goal, task value, control of learning belief and self-efficacy of learning and performance (Tsai et al., 2016). Besides this, students who have high learning motivation will have higher confidence levels in their learning and performance better in the assessment (Huang et al., 2020). Moreover, the learning motivation will also improve the interaction between teacher and students or students and peers, the participation in classroom activities and discussion and the creativity (Tsai et al., 2020). Therefore, students can engage actively during the lesson and they will also have a better understanding towards the lesson content.

However, motivation to learn may be declined several factors such as learning difficulties upsurge, negative teacher's behavior and parental involvement (Ömür, 2020). Example, if the parents are not interested for creating a healthy interaction with their children to concern about their psychosocial and cognitive development as well as their needs, the students will have a high trend to perform badly in the assessment and give up in their study (Moè et al., 2018). Moreover, the students' learning motivation can be hindered by the negative teacher's behavior. Example, the teachers do not allow the students to make their own decision; do not prepare for the lesson; do not have sufficient knowledge and skills to support students' inquiries; and refuse to change according to the student's needs (Ömür, 2020). This will result in the poor relationship between the teachers and students and students will show lesser interest toward the learning.

In one of the private schools at Johor, the middle year programme students have low learning motivation in their learning. The school management is worried that the learning motivation will affect the students' performance. This may result in the students will take longer time to complete their Middle Year Program or do not manage to get the school leaving certificate successfully. This school offers the International Baccalaureate (IB) programme for students from age 3 to 17 years old with two

programmes which are primary year programme (PYP) and middle year program (MYP). The MYP is designed for the students aged between 11 years old to 16 years old. The curriculum framework includes eight subject groups which covered language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design.

Moreover, during year 4 and year 5, the students will also need to complete a long-term project known as personal project and service known as community services. In this personal project, the students will decide their area of interest and explore on the topics they would like to study which integrated with all the subject groups and the skills they have learnt in this programme. The final product can be a project, proposal, or video. In year 5, the MYP students will sit for the standardization assessment which is known as e-Assessment as an exit ticket for entering the high education system. The students must achieve a minimum grade of '3' in all the subject groups and complete their personal project and community services for them to receive the IB MYP certificate. The IB MYP certificate is an evidence for proving the students completed the IB MYP successfully.

IB MYP earns a resilient reputation for delivering on great academic standards and holistic assessment for evaluating the students' knowledge and skills for recent decades (Harrison & Miller, 2017). The students need to work very hard for understanding the concept and content across the eight subjects so that they can integrate the knowledge and skills to overcome the challenges for getting IB MYP certification successfully. The difficulties for integrating the knowledge and skills had reduced the students' learning interest and motivation (Ormrod & Jones, 2012). Besides this, the students' learning motivation are hindered while the teachers neglect their needs or cannot support their inquiries (Ömür, 2020). Decline in learning motivation will result in the students failing perform in their academics (Adetya Dewi et al., 2020; Bernardo et al., 2015; Vallerand et al., 2016). However, little is known about the phenomenon of learning motivation among middle year students in this private school.

1.3   Problem Statement

Students in the private schools particularly those with much higher tuition fees generally come from higher socioeconomic status and with sufficient resources to support their learning. To be cost effective to the parents, private school management must meet the parent's expectations over control and management of their student's behavior, discipline and achievement. In compliant with these requirements, the school managements are stringent with the recruitment of teachers, keeping the orderliness of the school, curriculum and instructional activities, facilities, and the school environment. It is common to see a conducive learning environment with a small class size of maximum 25 students per class and complete with necessary facilities in private schools. This classroom environment enables students to get more attention and assistance from the teacher, hence improving student engagement and more focus in their academic achievement and performance.

The furthermost recent study by Bernardo et al. (2015) showed that the students who attended the private school had higher academic performance compared to others. Private school in Korea leans to perform better than the public school students due to the autonomy and the resources in private school (Kim, 2018). The other study conducted by Cavalcanti et al. (2010) found out that students who attended the public school scored 4.2-17% lower than the private schools students in the public university entrance examination. Besides that, in the Philippines, the public-school students are performing lower than the private school students. The mean scores of the private school students were 51.8 % and the mean scores of the public-school students were 46.0% during 2007. According to the study conducted by Duncan and Sandy (2007), students who attended private school scored 12 marks higher in the government standardization test compared to the students who attended the public school.

However, there are mixed findings on the results of students from public and private schools can perform similarly if the students are coming from higher socio-economically backgrounds or the school with the great resources and self-autonomy. Conducive environment, facilities, resources and learning opportunities are no doubt vital external factors contributing to student achievement but personal factors internal

to students such as motivation factors exert big influence on students' learning and achievement (Hamjah et al., 2011; Huang et al., 2020; Liu & Thompson, 2018; Tsai et al., 2016; Tucker-Drob & Harden, 2012).

Motivation to learn is a crucial predictor for the students' achievement and performance (Adetya Dewi et al., 2020; Anderman & Midgley, 1997). However, most of the learning motivation research background is in the government school. Little is known about the phenomenon of learning motivation among middle year students in private school. In view of the discussion above, a case study design will be employed in this study to investigate the learning motivation among students from middle year program in a private school in the state of Johor. This school has started its operation more than a decade ago but so far there is no studies on the learning motivation of students from this school and other private schools in the state of Johor. The findings are expected to provide some useful information for private schools particularly on learning motivation which leads to academic achievement.

1.4   Objectives of the Study

The purpose of this study is to investigate the learning motivation among middle year program students in a private school at the state of Johor.

The research objectives are:

1.4.1   To investigate the factors that influence the middle year students' learning motivation in a private school at the state of Johor.

1.4.2   To examine the strategies which enhance the middle year students' motivation to learn in a private school at the state of Johor.

1.5   Research Questions

The research questions in this study are

1.5.1   What are the factors that influence the middle year students' learning motivation in a private school at the state of Johor?

1.5.2   How do the strategies enhance the middle year students' motivation to learn in a private school at the state of Johor?

1.6   Significance of the Study

This study is essential for identifying the factors on learning motivation among middle year program students in a private school and exploring the strategies that facilitated the students' learning motivation. It will benefit the private education sectors stakeholders such as students, school managements, academic staff, and the parents for variety purposes.

Firstly, the finding of this study will help the educators and parents to understand the factors that influence the students' learning motivation. After identifying the bad influence on the students' learning motivation, the operant conditioning by Skinner (1971) should be practiced like punishment and negative reinforcement to remove the undesirable attitude and behavior while they are learning. However, the positive reinforcement such as rewards and incentives should be executed to increase the occurrence of the positive learning behavior. Besides that, both the educators and teacher can have collaboration for structuring a desirable learning environment for the students to promote their learning motivation.

Besides this, this study can help the school management to review the school policy. While the school management focuses on the students' academic performance, they need to deliver the values and goals of learning to the students so that the students

will know the reason why they should work hard in their study. Besides that, through this study, the school will understand the differences among the students' cognition and personalities. Therefore, the reasonable and attainable goals setting should be tailored according to the students' need.

Lastly, this study can also promote the innovation of the teaching approaches and strategies which will facilitate the students' learning motivation. The different strategies will be examined and discussed to promote the student's self-efficacy and becoming a self-regulated learner.

1.7   Theoretical Framework

Theoretical framework presents and portrays the theories which explain the core of the research study. It is unquestionable that the students' intrinsic and extrinsic motivation in learning can be affected through the social-cognitive context. There are numerous studies showing that learning motivation is correlated to Bandura Social Cognitive theory (SCT) (Schunk & DiBenedetto, 2020; Schunk & Usher, 2019). Bandura developed the reciprocal determination models which consists of three types of influences such as behavior, personal and environment (Bandura, 1999). The impacts on students' learning motivation will be discussed according to the reciprocal interaction among the features in SCT. The self-regulation theory will explain how the students sustain their motivation when encountering the challenging task. The theoretical framework for the learning motivation of private school middle year students in the state of Johor is attached below.
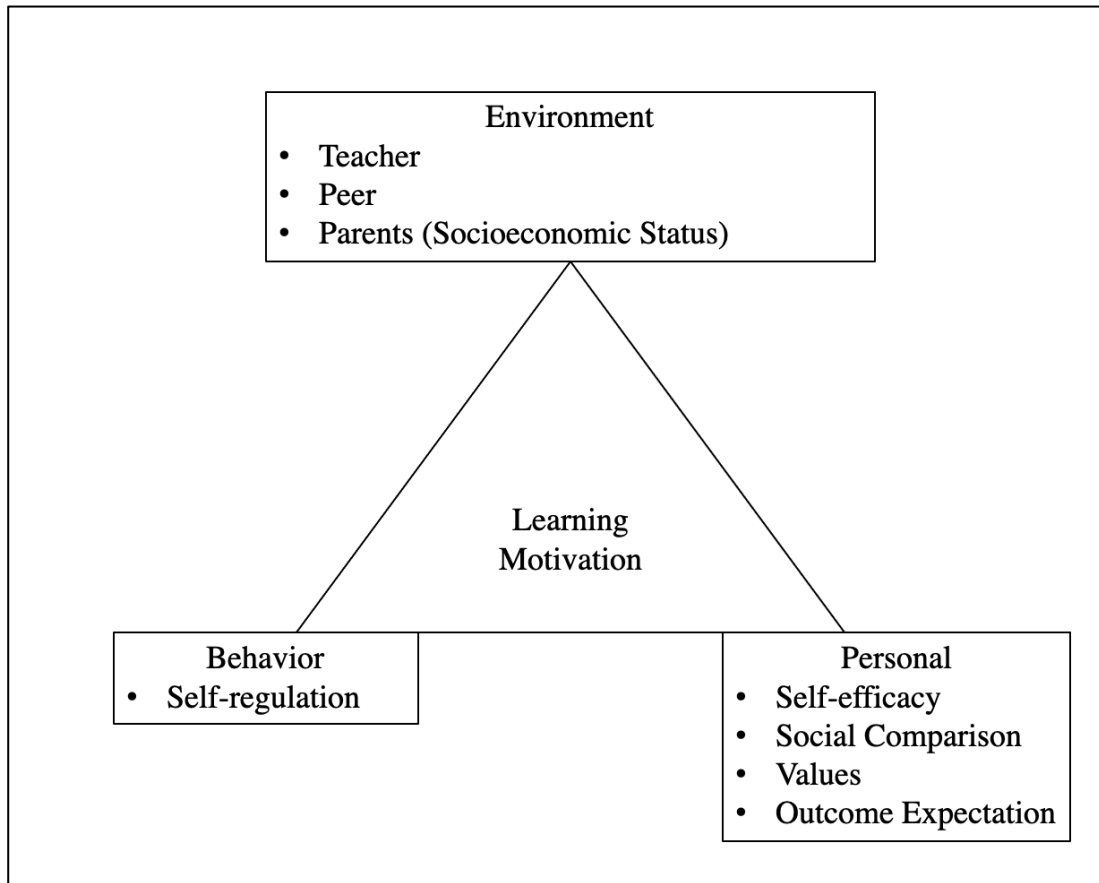
Figure 1.1   Theoretical framework of this study

1.7.1   Learning Motivation

Motivation is a form of strength and determination in an individual which causes the momentum to accomplish the target (Rafiola et al., 2020). The motivation defines the processes that activate and sustain the goal-oriented activities (Schunk et al., 2014). Learning motivation refers to the attribute that moves the students to attend study. The performance of the students will differ while influenced by the intrinsic and extrinsic factors (Deci & Ryan, 2000). Intrinsic motivation refers to the motivation which is associated with personal interest, preferences and enjoyment which leads to personal satisfaction (Deci & Ryan, 2010). The intrinsic motivation will lead the fruitful learning outcome and inspire the students' creativity. However, extrinsic motivation also plays an equally crucial role in students' learning. The students can be motivated extrinsically due to the attractive incentives and rewards and the degree of

autonomy in learning. Example, students work hard for getting acknowledgement and gifts from their parents. The factors and influence triggered by the social and environment context to a person's motivation will be discussed in social cognitive theory.

1.7.2   Bandura's social cognitive theory

Social cognitive theory (SCT) was established by Bandura (1988) for clarifying the interactions of the human function with the social context. SCT was commenced from the social learning theory by Bandura (1969). According to SCT, learning is laid firmly in the social framework and learning behavior plays the roles for the interaction of the individual with the environment and internal stimuli which included cognition and feeling. This theory highlights the reciprocal interactions between the personal behavior, cognitive and environment which is affecting and being affected by others. Behavior included the individual personalities, actions, choice, and verbal statement; personal included attitude, belief, expectation, and knowledge; the physical and social environment included peers, family, teachers, classroom setting and resources. This theory offers an ample description on the elements that influence on the students' learning motivation. The figure 1.2 portrays the reciprocal interaction of Bandura's social cognitive theory.

There is significant pragmatic data that has given the resilient support to the valid evidence between the SCT and the motivation in the learning process (N. Iroegbu, 2015). Moreover, there is also sufficient study to discuss the relationship between the learning achievement and performance with the SCT. According to Burney (2008), all the components in the SCT would interact to influence the students' learning motivation hence their performance and the behavior will be affected. Moreover, according to Gibson (2016), the SCT also helps to clarify the varieties of cognitive and learning processes that are connected to the determination of the learning outcomes and the process of the learning which is transformed into the behavior.
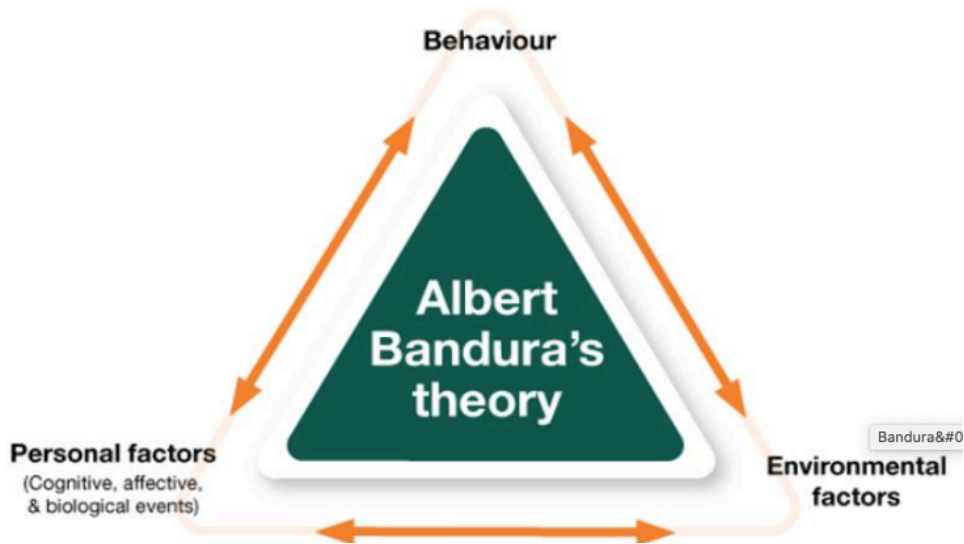
Figure 1.2   Bandura's social cognitive theory

1.8   Conceptual framework

The conceptual framework provides an overview regarding the learning motivation of a private school middle year students in the state of Johor. The proposed conceptual framework based on the empirical study and literature review from the past research. The students' motivation can be influenced by the motivational factors and motivational strategies reciprocally. Figure 1.3 outlines the conceptual framework based on the core components in the research.
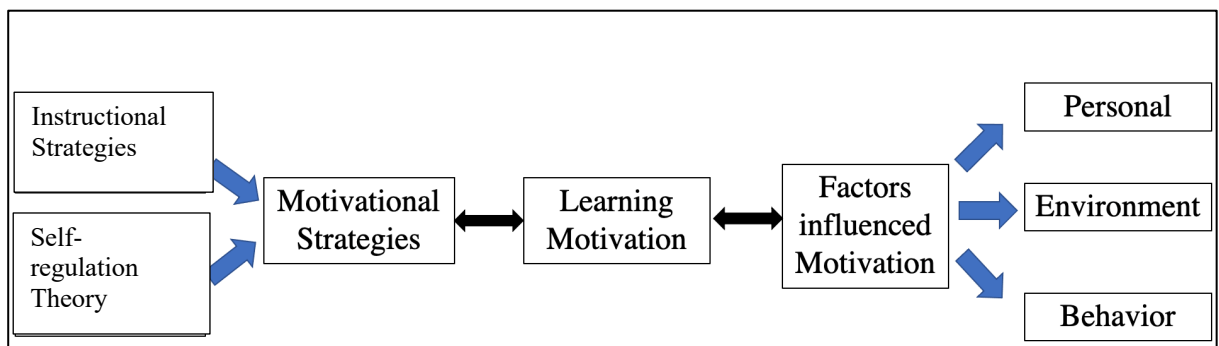
Figure 1.3   Conceptual framework of the study

The motivational strategies can be divided into two major parts which are instructional strategies and self-regulation theory (Deci et al., 1999; Schwinger &

Otterpohl, 2017). The special instructional strategies will have the teacher to support and motivate the students that are associated with the extrinsic factors such as supportive environment, rewards and certain degree of autonomy in the learning process (Hidi et al., 2004) . However, motivational regulation will explain the strategies used to sustain the student's motivation which prevent the happening of negative consequences (Grunschel et al., 2013). The more motivational strategies would be examined through case study from the participants. Besides that, the factors that influenced the students' learning motivation will be investigated based on the personal, environment and behavior according to the social context.

In this study, the learning motivation of a private school middle year students are investigated to identify the factors which endanger the students' learning. Besides that, the motivational strategies will be examined to facilitate the students while they are learning or trying to sustain their will in learning.

1.9 Scope of the Study

The population in this study involves MYP students in a private school at Johor Bahru district. The middle year programme included 5 grades. The students are aged between 11 years old to 18 years old. A case study will be conducted to investigate the factors influencing the learning motivation of a private school middle year students in the state of Johor and to examine the strategies which facilitate the students' learning motivation. The research instruments in this study will be an interview session. The interview session will be conducted by using a video conferencing program like Zoom or WebEx. The data collection session will be conducted within one month. The interview session will be conducted continuously until the information trends reach the saturation point.

1.10   Delimitations of the Study

The delimitations of the study are restricted by the age, gender, geographic location, population size, population attributes and time constraints. The school studied is the only institution which provides IB MYP at Johor Bahru. Due to the time constraints and the outbreak of COVID-19, the site visit session is being limited and the data is only collected in a single private school. This might lead to the bias where the population attribute might be consistent in the same school. The reliability of the results cannot be compared with other schools which offer the same programme. Besides that, the social desirability bias would occur when the interviewee is not comfortable or insecure in expressing their real mind. Therefore, the result of the study cannot be generalised.

1.11   Definitions of Terms

To clarify the essential wordings in this study, the following terms are being explained below. This is beneficial for the common understanding to the readers.

1.11.1 Motivation

"*Movore*" is the root word of motivation in Latin represent motion or drive to move (Hamjah et al., 2011). Motivation refers to the momentum or the driving force to encourage the student behave positively in their learning (Benabou & Tirole, 2003). It also refers to the students who is enthusiasm for doing somethings. The students' learning achievement and performance were influenced by the motivation significantly (Anderman & Midgley, 1997).

In this study, the factors affecting the private school middle year students' learning motivation are investigated. Besides this, we will observe the status of the

students' learning motivation and how the status of learning motivation will affect the students' behavior and their academic performance.

1.11.2 Private School

Private school is a self-funded school that does not receive the main financial support from the government (Alderman et al., 2001; Beavis, 2004; Peterson & Llaudet, 2006; Singh, 2015; Thapa, 2012). It is an education institution which is depending on the students' tuition fee, private charity and the occasional support from the government. The tuition fee will be utilised to provide a conducive and quality learning and teaching environment towards the students (Egalite & Wolf, 2016).

In this study, private school refers to a self-funded school in Johor which offers that international examination. This school offers the International Baccalaureate (IB) programme for students from age 3 to 17 years old with two programmes which are primary year programme (PYP) and middle year program (MYP). The MYP is designed for the students aged between 11 years old to 16 years old.

1.11.3 Middle Year Programme

The middle year programme is a framework designed by the International Baccalaureate organisation for the students aged between 11 years old to 16 years old. (Harrison & Miller, 2017; Tan & Bibby, 2011)

In this research, the IB MYP at state of Johor students will be selected for the semi-structured interview session to study the factors affecting their learning motivation and to explore the learning strategies which will facilitate their learning motivation.

1.11.4 Influencing factors

Influencing factors refers to the possible aspects that change the students' behavior and performance (Caganova et al., 2017). A great understanding for the influencing factors towards the students' learning motivations will help students to narrow the academic gap and encourage the development of interventions intended to promote the learning motivation (Isik et al., 2018). The reciprocal interaction between key factors (behavior, environment and personal) in the social cognitive theory are commonly used to explain the influencing factors on learning motivation (Burney, 2008).

In this study, the influencing factors which modify the students' learning motivation will be investigated and discussed detailly. Besides this, the hindrances of the learning motivation will be studied. The researcher will discuss the benefits and the implications of the influencing factors towards the students' learning motivation.

1.11.5 Strategies

Strategies are essential for creating an effective learning and teaching environment (Nyaumwe & Mtetwa, 2011). According to Guilloteaux and Dörnyei (2008), strategies refers to the action, approaches and techniques conducted by the teacher to enhance the student's motivation towards the learning. Besides this, strategies can be used to motivate the students' self-regulated learning skills and change the students' perception towards the task (Zepeda et al., 2020).

The motivational strategies will be examined in this study for interpreting its effectiveness toward the students. Moreover, the motivational strategies which help the students to accomplish their target will be examined to improve the students' achievement.

1.12   Summary

Chapter 1 offers an outline of the contemporary study. The terminology of learning motivation, influencing factors, private school and strategies had been discussed in this chapter. Learning motivation is a crucial predictor for the students' achievement and performance (Adetya Dewi et al., 2020; Anderman & Midgley, 1997). However, most of the learning motivation research background is in the government school. Little is known about the phenomenon of learning motivation among middle year students in private school. Therefore, a case study is necessary for investigating the learning motivation among the middle year students in a private school. The background and problem statement in this study had been highlighted. Through the research objectives and questions with the aid of theoretical and conceptual framework, people will have greater understanding on the nature of the study.

REFERENCES

Adetya Dewi, W., Imam, G., Desi Eri, K., Djum Djum Noor, B., Raden Bambang, S., Ahmad, N., & Lestari, H. (2020, 2020/11/12). Student Learning Motivation: A Conceptual Paper. 2nd Early Childhood and Primary Childhood Education (ECPE 2020),

Alderman, H., Orazem, P. F., & Paterno, E. M. (2001). School Quality, School Cost, and the Public/Private School Choices of Low-Income Households in Pakistan. *The Journal of Human Resources, 36*(2), 304-326. https://doi.org/10.2307/3069661

Alhodiry, A. A. (2016). The Libyan EFL Teachers' Role in Developing Students' Motivation. *Procedia - Social and Behavioral Sciences, 232*, 83-89. https://doi.org/10.1016/j.sbspro.2016.10.020

Anderman, E. M., & Wolters, C. A. (2006). Goals, values, and affect: Influences on student motivation.

Anderman, L. H., & Midgley, C. (1997). Motivation and middle school students. *What current research says to the middle level practitioner*, 41-48.

Bain, K. (2004). *What the best college teachers do*. Harvard University Press.

Bandura, A. (1969). Social-learning theory of identificatory processes. *Handbook of socialization theory and research, 213*, 262.

Bandura, A. (1983). Self-efficacy determinants of anticipated fears and calamities. *Journal of Personality and Social Psychology, 45*(2), 464.

Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ, 1986*, 23-28.

Bandura, A. (1988). Self-regulation of motivation and action through goal systems. In *Cognitive perspectives on emotion and motivation* (pp. 37-61). Springer.

Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian journal of social psychology, 2*(1), 21-41.

Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology, 52*(1), 1-26. https://doi.org/10.1146/annurev.psych.52.1.1

Bandura, A. (2013). The role of self-efficacy in goal-based motivation.

Bandura, A., Rumsey, M., Walker, C., & Harris, J. (1994). Regulative function of perceived self-efficacy. *Personnel selection and classification*, 261-271.

Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology, 41*(3), 586.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report, 13*(4), 544-559.

Beavis, A. (2004). Why Parents Choose Public or Private Schools. *Research Developments, Volume 12.* https://doi.org/https://research.acer.edu.au/cgi/viewcontent.cgi?referer=&http sredir=1&article=1010&context=resdev

Benabou, R., & Tirole, J. (2003). Intrinsic and extrinsic motivation. *The review of economic studies, 70*(3), 489-520.

Berlyne, D. E. (1966). Curiosity and exploration. *Science, 153*(3731), 25-33.

Bernardo, A. B. I., Ganotice, F. A., & King, R. B. (2015, 2015/12/01). Motivation Gap and Achievement Gap Between Public and Private High Schools in the Philippines. *The Asia-Pacific Education Researcher, 24*(4), 657-667. https://doi.org/10.1007/s40299-014-0213-2

Boxer, D. (2002, 2002/01/01/). Nagging: The familial conflict arena. *Journal of Pragmatics, 34*(1), 49-61. https://doi.org/https://doi.org/10.1016/S0378-2166(01)00022-4

Bradley, R. H., Corwyn, R. F., McAdoo, H. P., & García Coll, C. (2001). The home environments of children in the United States part I: Variations by age, ethnicity, and poverty status. *Child development, 72*(6), 1844-1867.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.

Bresó, E., Schaufeli, W. B., & Salanova, M. (2011). Can a self-efficacy-based intervention decrease burnout, increase engagement, and enhance performance? A quasi-experimental study. *Higher Education, 61*(4), 339-355.

Brooks, R., Kay, J., & Edwards, M. (2014). The impact of placements on students' self-efficacy. *Higher Education, Skills and Work-based Learning*.

Broussard, S. C., & Garrison, M. B. (2004). The relationship between classroom motivation and academic achievement in elementary‐school‐aged children. *Family and consumer sciences research journal, 33*(2), 106-120.

Burney, V. H. (2008). Applications of Social Cognitive Theory to Gifted Education. *Roeper Review, 30*(2), 130-139. https://doi.org/10.1080/02783190801955335

Caganova, D., Stareček, A., Bednarikova, M., & Horňáková, N. (2017). *Analysis of factors influencing the motivation of generations Y and Z to perform in the educational process*. https://doi.org/10.1109/ICETA.2017.8102471

Capra, T. (2009). Poverty and its impact on education: Today and tomorrow. *Thought & Action*, 75.

Castillo-Montoya, M. (2016). Preparing for Interview Research: The Interview Protocol Refinement Framework. *Qualitative Report, 21*(5).

Castleberry, A., & Nolen, A. (2018, Jun). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Curr Pharm Teach Learn, 10*(6), 807-815. https://doi.org/10.1016/j.cptl.2018.03.019

Cavalcanti, T., Guimaraes, J., & Sampaio, B. (2010). Barriers to skill acquisition in Brazil: Public and private school students performance in a public university entrance exam. *The Quarterly Review of Economics and Finance, 50*(4), 395-407. https://doi.org/10.1016/j.qref.2010.08.001

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. sage.

Charmaz, K. (2008). Constructionism and the grounded theory method. *Handbook of constructionist research, 1*, 397-412.

Chow, S. J., & Yong, B. C. S. (2013). Secondary school students' motivation and achievement in combined science. *Online Submission, 3*(4), 213-228.

Clark, R. E., & Saxberg, B. (2018). Engineering motivation using the belief-expectancy-control framework. *Interdisciplinary Education and Psychology, 2*(1), 1-26.

Côté, J. E., & Levine, C. G. (2000). Attitude versus aptitude: Is intelligence or motivation more important for positive higher-educational outcomes? *Journal of Adolescent Research, 15*(1), 58-80.

Crabtree, B. F., Crabtree, B. F., & Miller, W. L. (1999). *Doing qualitative research*. Sage.

Cresswell, J. W. (2012). Planning, conducting, and evaluating quantitative and qualitative research. *Educational Research. https://doi. org/10.4135/9781483349435*(10).

Cresswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative*. Prentice Hall Upper Saddle River, NJ.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Daumiller, M., & Dresel, M. (2019). Supporting self-regulated learning with digital media using motivational regulation and metacognitive prompts. *The Journal of Experimental Education, 87*(1), 161-176.

Dawson, C. (2019). *Introduction to Research Methods 5th Edition: A Practical Guide for Anyone Undertaking a Research Project*. Robinson.

Decharms, R., & Carpenter, V. (1968). Measuring motivation in culturally disadvantaged school children. *The Journal of Experimental Education, 37*(1), 31-41.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological bulletin, 125*(6), 627.

Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality, 19*(2), 109-134.

Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology, 25*(1), 54-67.

Deci, E. L., & Ryan, R. M. (2010). Intrinsic motivation. *The corsini encyclopedia of psychology*, 1-2.

DeLong, M., & Winter, D. (2002). *Learning to teach and teaching to learn mathematics: Resources for professional development*. Mathematical Assn of Amer.

Diab, S. Y., & Schultz, J.-H. (2021). Factors contributing to student academic underachievement in war and conflict: A multilevel qualitative study. *Teaching and Teacher Education, 97*. https://doi.org/10.1016/j.tate.2020.103211

Dicke, T., Parker, P. D., Marsh, H. W., Kunter, M., Schmeck, A., & Leutner, D. (2014). Self-efficacy in classroom management, classroom disturbances, and emotional exhaustion: A moderated mediation analysis of teacher candidates. *Journal of Educational Psychology, 106*(2), 569.

Duncan, K. C., & Sandy, J. (2007). Explaining the Performance Gap between Public and Private School Students. *Eastern Economic Journal, 33*(2), 177-191. http://www.jstor.org/stable/20642346

Egalite, A. J., & Wolf, P. J. (2016). A Review of the Empirical Research on Private School Choice. *Peabody Journal of Education, 91*(4), 441-454. https://doi.org/10.1080/0161956x.2016.1207436

Escobar Fandiño, F. G., Muñoz, L. D., & Silva Velandia, A. J. (2019, 2019/09/01/). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon, 5*(9), e02394. https://doi.org/https://doi.org/10.1016/j.heliyon.2019.e02394

Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019, 2019/11/01/). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education, 86*, 102882. https://doi.org/https://doi.org/10.1016/j.tate.2019.102882

Ferdousi, N. (2015, 08/01). Children as Research Subjects: The Ethical Issues. *Bangladesh Journal of Bioethics, 6*, 6. https://doi.org/10.3329/bioethics.v6i1.24398

Festinger, L. (1954). A theory of social comparison processes. *Human relations, 7*(2), 117-140.

Fielding, N., & Thomas, H. (1993). Researching social life. *Qualitative Interviewing. London: Sage Publications*, 135-153.

Filsecker, M., & Hickey, D. T. (2014, 2014/06/01/). A multilevel analysis of the effects of external rewards on elementary students' motivation, engagement and learning in an educational game. *Computers & Education, 75*, 136-148. https://doi.org/https://doi.org/10.1016/j.compedu.2014.02.008

Flum, H., & Kaplan, A. (2006). Exploratory orientation as an educational goal. *Educational psychologist, 41*(2), 99-110.

Fong, L., Kee jiar, Y., & Abu, B. (2018, 07/11). Motivation and Learning Strategies of Secondary School Students Towards General Science: A Pilot Study.

Gbollie, C., & Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. *Education Research International, 2017*.

Gibson, S. K. (2016). Social Learning (Cognitive) Theory and Implications for Human Resource Development. *Advances in Developing Human Resources, 6*(2), 193-210. https://doi.org/10.1177/1523422304263429

Gottfried, A. E. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology, 82*(3), 525.

Green, F., Machin, S., Murphy, R., & Zhu, Y. (2012). The changing economic advantage from private schools. *Economica, 79*(316), 658-679.

Grunschel, C., Patrzek, J., & Fries, S. (2013). Exploring different types of academic delayers: A latent profile analysis. *Learning and Individual Differences, 23*, 225-233.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology, 80*(4), 711-735.

Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation. *TESOL Quarterly, 42*(1), 55-77. https://doi.org/https://doi.org/10.1002/j.1545-7249.2008.tb00207.x

Hamjah, S. H., Ismail, Z., Rasit, R. M., & Rozali, E. A. (2011). Methods of Increasing Learning Motivation among Students. *Procedia - Social and Behavioral Sciences, 18*, 138-147. https://doi.org/10.1016/j.sbspro.2011.05.021

Hancock, D. R., & Algozzine, B. (2017). *Doing case study research: A practical guide for beginning researchers*. Teachers College Press.

Harrison, R., & Miller, S. (2017). Evolving the IB Middle Years Programme: Part three-Assessment. *The International Schools Journal, 36*(2), 19.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

Hays, D. G., & Singh, A. A. (2011). *Qualitative inquiry in clinical and educational settings*. Guilford Press.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of educational research, 70*(2), 151-179.

Hidi, S., Renninger, K., & Krapp, A. (2004). Interest, a motivational variable that combines affective and cognitive functioning.

Holzberger, D., Philipp, A., & Kunter, M. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology, 105*(3), 774.

Holzberger, D., Philipp, A., & Kunter, M. (2014). Predicting teachers' instructional behaviors: The interplay between self-efficacy and intrinsic needs. *Contemporary educational psychology, 39*(2), 100-111.

Hsieh, P., Sullivan, J. R., & Guerra, N. S. (2007). A closer look at college students: Self-efficacy and goal orientation. *Journal of Advanced Academics, 18*(3), 454-476.

Huang, S.-Y., Kuo, Y.-H., & Chen, H.-C. (2020). Applying digital escape rooms infused with science teaching in elementary school: Learning performance, learning motivation, and problem-solving ability. *Thinking Skills and Creativity, 37*. https://doi.org/10.1016/j.tsc.2020.100681

Hull, C. L. (1943). *Principles of behavior* (Vol. 422). Appleton-century-crofts New York.

Isik, U., Tahir, O. E., Meeter, M., Heymans, M. W., Jansma, E. P., Croiset, G., & Kusurkar, R. A. (2018). Factors influencing academic motivation of ethnic minority students: A review. *Sage Open, 8*(2), 2158244018785412.

Jirout, J., & Klahr, D. (2012). Children's scientific curiosity: In search of an operational definition of an elusive concept. *Developmental review, 32*(2), 125-160.

Johnson, R. B., & Christensen, L. B. (2013). *Educational research: Quantitative, qualitative, and mixed approaches*. SAGE Publications, Incorporated.

Jones, S. R., Torres, V., & Arminio, J. (2013). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues*. Routledge.

Jose, P. E., Ryan, N., & Pryor, J. (2012). Does social connectedness promote a greater sense of well‐being in adolescence over time? *Journal of research on adolescence, 22*(2), 235-251.

Keller, M. M., Neumann, K., & Fischer, H. E. (2017). The impact of physics teachers' pedagogical content knowledge and motivation on students' achievement and interest. *Journal of Research in Science Teaching, 54*(5), 586-614. https://doi.org/https://doi.org/10.1002/tea.21378

Kim, Y. (2018). The effects of school choice on achievement gaps between private and public high schools: Evidence from the Seoul high school choice program. *International Journal of Educational Development, 60*, 25-32. https://doi.org/10.1016/j.ijedudev.2017.10.019

Klassen, R., Durksen, T., & Tze, V. (2014). Teachers' self-efficacy beliefs. *Teacher Motivation*, 100-115.

Kryshko, O., Fleischer, J., Waldeyer, J., Wirth, J., & Leutner, D. (2020). Do motivational regulation strategies contribute to university students' academic success? *Learning and Individual Differences, 82*. https://doi.org/10.1016/j.lindif.2020.101912

Liao, H.-A., Edlin, M., & Ferdenzi, A. C. (2014, 2014/07/01). Persistence at an Urban Community College: The Implications of Self-Efficacy and Motivation. *Community College Journal of Research and Practice, 38*(7), 595-611. https://doi.org/10.1080/10668926.2012.676499

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research, 4*, 97-128.

Liu, Y., & Thompson, A. S. (2018). Language learning motivation in China: An exploration of the L2MSS and psychological reactance. *System, 72*, 37-48. https://doi.org/10.1016/j.system.2017.09.025

Locke, E. A. (2018). Long-range thinking and goal-directed action.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705.

Locke, E. A., & Latham, G. P. (2015). Breaking the rules: a historical overview of goal-setting theory. In *Advances in motivation science* (Vol. 2, pp. 99-126). Elsevier.

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. Forum qualitative Sozialforschung/Forum: qualitative social research,

Maxwell, J. A. (2008). Designing a qualitative study. *The SAGE handbook of applied social research methods, 2*, 214-253.

Mills, N. (2014). Self-efficacy in second language acquisition. *Multiple perspectives on the self in SLA*, 6-22.

Moè, A., Katz, I., & Alesi, M. (2018). Scaffolding for motivation by parents, and child homework motivations and emotions: Effects of a training programme. *British Journal of Educational Psychology, 88*(2), 323-344.

Moenikia, M., & Zahed-Babelan, A. (2010). A study of simple and multiple relations between mathematics attitude, academic motivation and intelligence quotient with mathematics achievement. *Procedia-Social and Behavioral Sciences, 2*(2), 1537-1542.

Morris, D. B., Usher, E. L., & Chen, J. A. (2017). Reconceptualizing the sources of teaching self-efficacy: A critical review of emerging literature. *Educational Psychology Review, 29*(4), 795-833.

Murphy, P. K., & Alexander, P. A. (2000). A motivated exploration of motivation terminology. *Contemporary educational psychology, 25*(1), 3-53.

N. Iroegbu, M. (2015). Self Efficacy and Work Performance: A Theoretical Framework of Albert Bandura's Model, Review of Findings, Implications and Directions for Future Research. *Psychology and Behavioral Sciences, 4*(4). https://doi.org/10.11648/j.pbs.20150404.15

Nabi, R. L., & Prestin, A. (2017). Social learning theory and social cognitive theory. *The International Encyclopedia of Media Effects*, 1-13.

Nelson, C. A., Zeanah, C. H., Fox, N. A., Marshall, P. J., Smyke, A. T., & Guthrie, D. (2007). Cognitive recovery in socially deprived young children: The Bucharest Early Intervention Project. *Science, 318*(5858), 1937-1940.

Nguyen, T. M., Xiao, X., Xiong, S., Guo, C., & Cheng, G. (2020). Effects of parental educational involvement on classroom peer status among Chinese primary school students: A moderated mediation model of psychological Suzhi and family socioeconomic status. *Children and Youth Services Review, 111*. https://doi.org/10.1016/j.childyouth.2020.104881

Nyaumwe, L., & Mtetwa, D. K. (2011). Developing a cognitive theory from student teachers' post-lesson reflective dialogues on secondary school mathematics. *South African Journal of Education, 31*(1).

Ömür, Ç. (2020). Relationships between Students' Socioeconomic Status, Parental Support, Students' Hindering, Teachers' Hindering and Students' Literacy Scores: PISA 2018. *World Journal of Education, 10*(4), 45-59.

Ormrod, J. E., & Jones, B. D. (2012). *Essentials of educational psychology: Big ideas to guide effective teaching*. Pearson Boston, MA.

Özdemir, N. (2019). Principal leaderhip and students' achievement: Mediated pathways of professional community and teachers' instructional practices. *KEDI Journal of Educational Policy, 16*(1).

Page, C. S., Pendergraft, B., & Wilson, J. (2014). Examining Elementary Teachers' Sense of Efficacy in Three Settings in the Southeast. *Journal of Inquiry and Action in Education, 5*(3), 31-41.

Pengestu, A. R., & Meydia, M. R., Alfahmi. (2021). Influence of Lecturer Competence, Learning Environment, and Motivation on Student Achievement of Informatics Business Institute (Ibi) Bogor Unity Of West Java Province. *International Journal Of Multi Science, 1*(10), 34-44.

Perry, N. E., & Rahim, A. (2011). Studying self-regulated learning in classrooms. *Handbook of self-regulation of learning and performance*, 122-136.

Peterson, P. E., & Llaudet, E. (2006). On the public-private school achievement debate.

Pintrich, P. R. (2003a). Motivation and classroom learning. *Handbook of psychology*, 103-122.

Pintrich, P. R. (2003b). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology, 95*(4), 667.

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of counseling psychology, 52*(2), 126.

Ponterotto, J. G. (2010). *Handbook of multicultural counseling*. Sage.

Punia, V. (2013). Effect of instructional strategies on learner motivation in briefing stages of micro teaching sessions with special reference to motivational multimedia. *International Journal of Education and Management Studies, 3*(2), 173.

Rafiola, R., Setyosari, P., Radjah, C., & Ramli, M. (2020). The Effect of Learning Motivation, Self-Efficacy, and Blended Learning on Students' Achievement in The Industrial Revolution 4.0. *International Journal of Emerging Technologies in Learning (iJET), 15*(8), 71-82.

Reiss, S. (2004). Multifaceted nature of intrinsic motivation: The theory of 16 basic desires. *Review of general psychology, 8*(3), 179-193.

Reiss, S. (2012). Intrinsic and extrinsic motivation. *Teaching of Psychology, 39*(2), 152-156.

Rice, P. L., & Ezzy, D. (1999). Qualitative research methods: A health focus. *Melbourne, Australia*.

Riga, M. (2012). *Teacher beliefs about teaching children with dyslexia/learning difficulties in mainstream primary schools in Greece*. The University of Manchester (United Kingdom).

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). *Qualitative research practice: A guide for social science students and researchers*. sage.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica, 73*(2), 417-458.

Ross, J., & Bruce, C. (2007). Professional development effects on teacher efficacy: Results of randomized field trial. *The journal of educational research, 101*(1), 50-60.

Roulston, K. (2001). Data analysis and 'theorizing as ideology'. *Qualitative research, 1*(3), 279-302.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. sage.

Ryan, R. M., & Stiller, J. (1991). The social contexts of internalization: Parent and teacher influences on autonomy, motivation and learning. *Advances in motivation and achievement, 7*, 115-149.

Sansone, C., Weir, C., Harpster, L., & Morgan, C. (1992). Once a boring task always a boring task? Interest as a self-regulatory mechanism. *Journal of Personality and Social Psychology, 63*(3), 379.

Sansone, C., Wiebe, D. J., & Morgan, C. (1999). Self‐regulating interest: The moderating role of hardiness and conscientiousness. *Journal of personality, 67*(4), 701-733.

Santrock, J. W. (2017). *Educational psychology*. McGraw-Hill Education.

Saunders, M., Lewis, P., & Thornhill, A. (2009, 01/01). Understanding research philosophies and approaches. *Research Methods for Business Students, 4*, 106-135.

Schunk, D., Pintrich, P., & Meece, J. (2014). Motivation defined. *Retrieved from*.

Schunk, D. H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational psychologist, 40*(2), 85-94.

Schunk, D. H., & DiBenedetto, M. K. (2016). Self-efficacy theory in education. In *Handbook of Motivation at School: Second Edition* (pp. 34-54). https://doi.org/10.4324/9781315773384

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary educational psychology, 60*. https://doi.org/10.1016/j.cedpsych.2019.101832

Schunk, D. H., & Usher, E. L. (2019). Social cognitive theory and motivation. *The Oxford handbook of human motivation*, 11.

Schunk, D. H., & Zimmerman, B. J. (1998). *Self-regulated learning: From teaching to self-reflective practice*. Guilford Press.

Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading & writing quarterly, 23*(1), 7-25.

Schunk, D. H., & Zimmerman, B. J. (2012a). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.

Schunk, D. H., & Zimmerman, B. J. (2012b). Self‐regulation and learning. *Handbook of Psychology, Second Edition, 7*.

Schwinger, M., & Otterpohl, N. (2017). Which one works best? Considering the relative importance of motivational regulation strategies. *Learning and Individual Differences, 53*, 122-132. https://doi.org/10.1016/j.lindif.2016.12.003

Schwinger, M., & Stiensmeier-Pelster, J. (2012). Effects of motivational regulation on effort and achievement: A mediation model. *International Journal of Educational Research, 56*, 35-47.

Schwinger, M., von der Laden, T., & Spinath, B. (2007). Strategien zur Motivationsregulation und ihre Erfassung. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 39*(2), 57-69.

Singh, A. (2015). Private school effects in urban and rural India: Panel estimates at primary and secondary school ages. *Journal of Development Economics, 113*, 16-32. https://doi.org/10.1016/j.jdeveco.2014.10.004

Skinner, B. F. (1971). Operant conditioning. *The encyclopedia of education, 7*, 29-33.

Skowron, E., Holmes, S., & Sabatelli, R. (2003, 03/01). Deconstructing Differentiation: Self Regulation, Interdependent Relating, and Well-Being in Adulthood. *Contemporary Family Therapy, 25*, 111-129. https://doi.org/10.1023/A:1022514306491

Smit, K., de Brabander, C. J., Boekaerts, M., & Martens, R. L. (2017, 2017/01/01/). The self-regulation of motivation: Motivational strategies as mediator between motivational beliefs and engagement for learning. *International Journal of Educational Research, 82*, 124-134. https://doi.org/https://doi.org/10.1016/j.ijer.2017.01.006

Spencer, R., Pryce, J. M., & Walsh, J. (2014). Philosophical approaches to qualitative research. *The Oxford handbook of qualitative research*, 81-98.

Stipek, D. J. (1996). Motivation and instruction. *Handbook of educational psychology, 1*, 85-113.

Stosny, S. (2011). Self-regulation. *Psychology today*.

Su, Y., Li, Y., Hu, H., & Rosé, C. P. (2018, 2018/03/01). Exploring college English language learners' self and social regulation of learning during wiki-supported collaborative reading activities. *International Journal of Computer-Supported Collaborative Learning, 13*(1), 35-60. https://doi.org/10.1007/s11412-018-9269-y

Swann Jr, W. B. (2011). Self-verification theory. *Handbook of theories of social psychology, 2*, 23-42.

Tan, L., & Bibby, Y. (2011). Performance comparison between IB school students and non-IB school students on the International Schools' Assessment (ISA) and on the Social and Emotional Wellbeing Questionnaire. *Melbourne: Australian Council for Educational Research*.

Taurina, Z. (2015). Students' motivation and learning outcomes: Significant factors in internal study quality assurance system. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), 5*(4), 2625-2630.

Thapa, A. (2012). Public and private school performance in Nepal: an analysis using the SLC examination. *Education Economics, 23*(1), 47-62. https://doi.org/10.1080/09645292.2012.738809

Tsai, C.-H., Cheng, C.-H., Yeh, D.-Y., & Lin, S.-Y. (2016). Can learning motivation predict learning achievement? A case study of a mobile game-based English learning approach. *Education and Information Technologies, 22*(5), 2159-2173. https://doi.org/10.1007/s10639-016-9542-5

Tsai, M.-N., Liao, Y.-F., Chang, Y.-L., & Chen, H.-C. (2020). A brainstorming flipped classroom approach for improving students' learning performance, motivation, teacher-student interaction and creativity in a civics education class. *Thinking Skills and Creativity, 38*. https://doi.org/10.1016/j.tsc.2020.100747

Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of educational research, 68*(2), 202-248.

Tucker-Drob, E. M., & Harden, K. P. (2012, Feb 1). Learning Motivation Mediates Gene-by-Socioeconomic Status Interaction on Mathematics Achievement in Early Childhood. *Learn Individ Differ, 22*(1), 37-45. https://doi.org/10.1016/j.lindif.2011.11.015

Tuckett, A. G. (2005). Applying thematic analysis theory to practice: A researcher's experience. *Contemporary nurse, 19*(1-2), 75-87.

Turner, J. C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly*, 410-441.

Umboh, E. R., Kepel, B., & Hamel, R. S. (2017). Hubungan antara motivasi belajar dengan prestasi akademik pada mahasiswa program studi ilmu keperawatan fakultas kedokteran universitas sam ratulangi manado. *Jurnal Keperawatan, 5*(1).

Ünal, Ç., & Mücahit, Ö. (2017). Flipped Classroom with Problem Based Activities Exploring Self-regulated Learning in a Programming Language Course. *Journal of Educational Technology & Society, 20*(1), 337-349. http://www.jstor.org/stable/jeductechsoci.20.1.337

Urdan, T., & Pajares, F. (2002). *Academic motivation of adolescents*. IAP.

Urdan, T., Solek, M., & Schoenfelder, E. (2007, 2007/03/01). Students' perceptions of family influences on their academic motivation: A qualitative analysis. *European Journal of Psychology of Education, 22*(1), 7-21. https://doi.org/10.1007/BF03173686

Usher, E. L., & Weidner, B. (2018). Sociocultural influences on self-efficacy development. *Big theories revisited*, 141-164.

Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In *Advances in experimental social psychology* (Vol. 29, pp. 271-360). Elsevier.

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (2016). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education. *Educational and Psychological Measurement, 52*(4), 1003-1017. https://doi.org/10.1177/0013164492052004025

Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational psychologist, 41*(1), 19-31.

Verzeletti, C., Zammuner, V. L., Galli, C., & Agnoli, S. (2016, 2016/12/31). Emotion regulation strategies and psychosocial well-being in adolescence. *Cogent Psychology, 3*(1), 1199294. https://doi.org/10.1080/23311908.2016.1199294

Walkey, F. H., McClure, J., Meyer, L. H., & Weir, K. F. (2013). Low expectations equal no expectations: Aspirations, motivation, and achievement in secondary school. *Contemporary educational psychology, 38*(4), 306-315. https://doi.org/10.1016/j.cedpsych.2013.06.004

Webb, N. M. (1991). Task-related verbal interaction and mathematics learning in small groups. *Journal for research in mathematics education*, 366-389.

Weiner, B. (2008). Reflections on the history of attribution theory and research: People, personalities, publications, problems. *Social Psychology, 39*(3), 151-156.

Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational psychologist, 45*(1), 28-36.

Wentzel, K. R. (2017). Peer relationships, motivation, and academic performance at school.

Wentzel, K. R., & Miele, D. B. (2016). Expectancy-Value Theory ALLAN WIGFIELD, STEPHEN M. TO NKS, AND SUSAN LU TZKL AU DA. In *Handbook of Motivation at School* (pp. 67-86). Routledge.

White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological review, 66*(5), 297.

Wolters, C. A. (1998). Self-regulated learning and college students' regulation of motivation. *Journal of Educational Psychology, 90*(2), 224.

Wolters, C. A., & Benzon, M. B. (2013). Assessing and predicting college students' use of strategies for the self-regulation of motivation. *The Journal of Experimental Education, 81*(2), 199-221.

Yaacob, N. A., Osman, M. M., & Bachok, S. (2015). An Assessment of Factors Influencing Parents' Decision Making When Choosing a Private School for their Children: A Case Study of Selangor, Malaysia: for Sustainable Human Capital. *Procedia Environmental Sciences, 28,* 406-417. https://doi.org/10.1016/j.proenv.2015.07.050

Yilmaz, E., Sahin, M., & Turgut, M. (2017). Variables Affecting Student Motivation Based on Academic Publications. *Journal of Education and Practice, 8*(12), 112-120.

Yin, R. K. (2003). Case study research: Design and methods (Vol. 5).

Yin, R. K. (2009). How to do better case studies. *The SAGE handbook of applied social research methods, 2*, 254-282.

Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.

Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of educational research, 86*(4), 981-1015.

Zepeda, C. D., Martin, R. S., & Butler, A. C. (2020). Motivational strategies to engage learners in desirable difficulties. *Journal of Applied Research in Memory and Cognition, 9*(4), 468-474.

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In *Handbook of self-regulation* (pp. 13-39). Elsevier.

Zimmerman, B. J., & Schunk, D. H. (2004). Self-regulating intellectual processes and outcomes: A social cognitive perspective. *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development*, 323-349.

Zimmerman, B. J., & Schunk, D. H. (2008). An essential dimension of self-regulated learning. *Motivation and self-regulated learning: Theory, research, and applications, 1*.