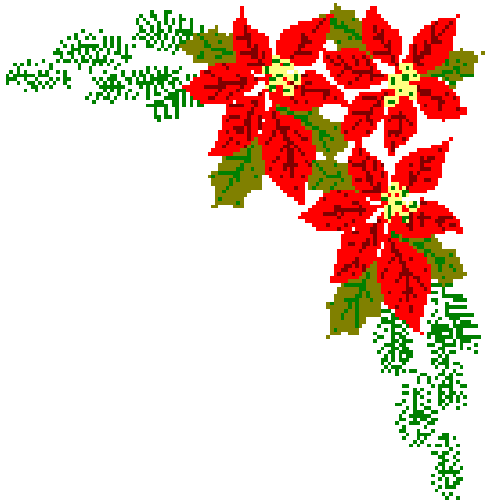
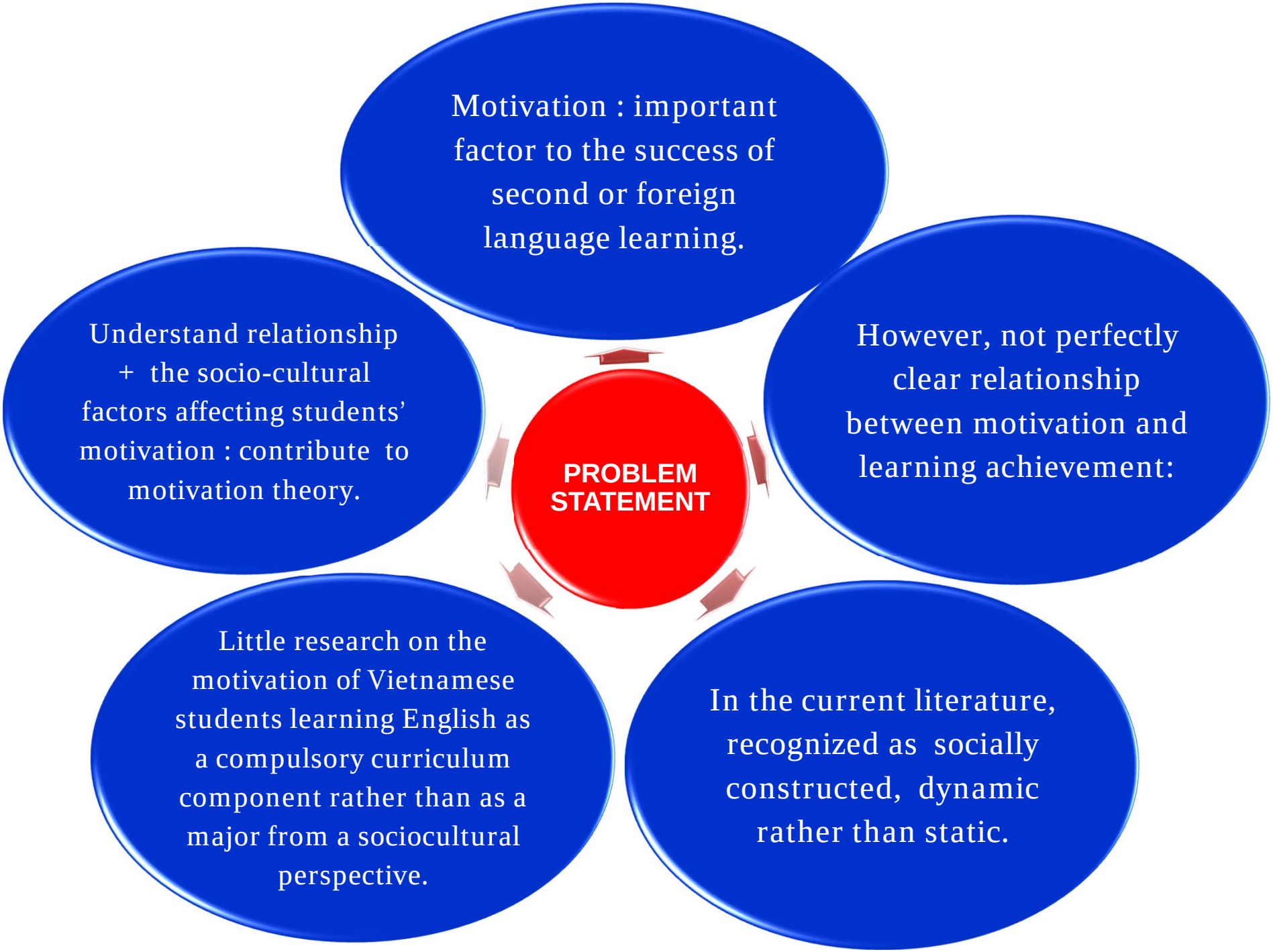


STUDENT MOTIVATION AND ACADEMIC ACHIEVEMENT FROM SOCIOCULTURAL PERSPECTIVE

Le Huong Hoa
Deputy Chief of Foreign Language Department, Police University
Ho Chi Minh City /Vietnam
hoalehuong@yahoo.com


Motivation : important factor to the success of second or foreign language learning.
However, not perfectly clear relationship between motivation and learning achievement:
In the current literature, recognized as socially constructed, dynamic rather than static.
Little research on the motivation of Vietnamese students learning English as a compulsory curriculum component rather than as a major from a sociocultural perspective.
Understand relationship + the socio-cultural factors affecting students' motivation : contribute to motivation theory.
PROBLEM STATEMENT

OBJECTIVES

To determine the students' motivation level at PPU.

To identify the socio-cultural factors influencing student motivation.

To investigate the relationship between motivation and academic achievement.

To derive theoretical implications of the relationship between student motivation and academic achievement.

1.2.2. RESEARCH QUESTIONS

1. In what ways is student motivation socially constructed?

2. What is the relationship between student motivation and academic achievement?

Secondary research questions

1) How motivated are the PPU students to learn English?
2) What socio- cultural factors affect their motivation?
3) To what extent does motivation affect academic performance?
4) Why does motivation affect academic achievement that way?

THEORETICAL FRAMEWORK

Dornyei's extended motivational framework (1994)

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self - confidence • Language use anxiety • Perceived L2 competence • Causal attributions • Self-efficacy
LEARNING SITUATION LEVEL ***Course-specific motivational components***	Interest (in the course) Relevance (of the course to one's needs Expectancy (of success) Satisfaction (one has in the outcome)
Teacher-specific motivational components	Affiliative motive (to please the teacher) Authority type (controlling Vs. autonomy – supporting) Direct socialization of motivation • Modeling • Task presentation • Feedback
Group-specific motivational components	Goal - orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)

Dornyei's extended motivational framework (1994)

- Reflect the multifaceted nature of language (three aspects of the social dimension, the personal dimension and the educational subject matter dimension)
- Correspond to the three basic components of the L2 learning process (the L2, L2 learner and the L2 learning environment).
- Motivation not only resides within the individual, but is also sociocuturally bound.
- Remind of Vygotsky's sociocultural theory which considers "learning is a social, cultural and interpersonal as well as intrapersonal process"
- As the focus of my study is to explore the relationship between motivation and academic achievement from sociocultural perspective, this framework is chosen for this current study.

RESEARCH METHODOLOGY

- Participants

  506 first – year students

- Research methods

  Mixed methods : quantitative + qualitative

INSTRUMENTS

- The language learning motivation questionnaire consisted of 46 items based on Dornyei's three - level framework of L2 motivation (Dornyei, 1994a)
- The achievement test for this study: a written test on the topics and skills, including reading and writing, covered in the general English course
- Focus group interviews

PROCEDURES

- The motivation questionnaires were administered to all first-year students in a single class period during the first week of the semester. This was followed by a focus group interview (n=80).
- Then, their scores in the semester exams were used to establish a hypothetical relationship between their motivation levels and their academic achievement.

RESULTS

Background information

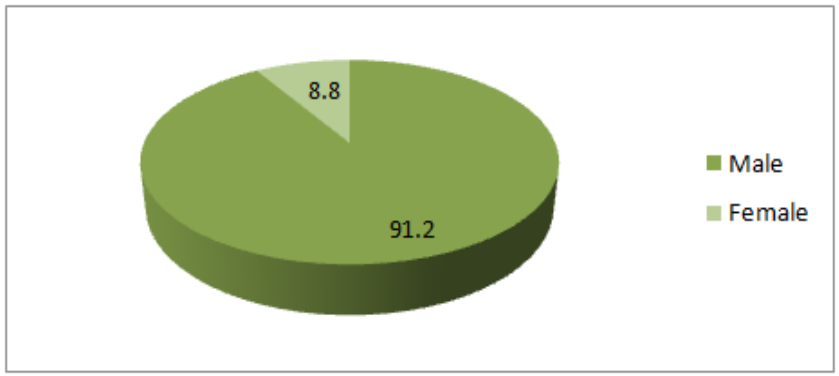


Chart 3. 1: Gender

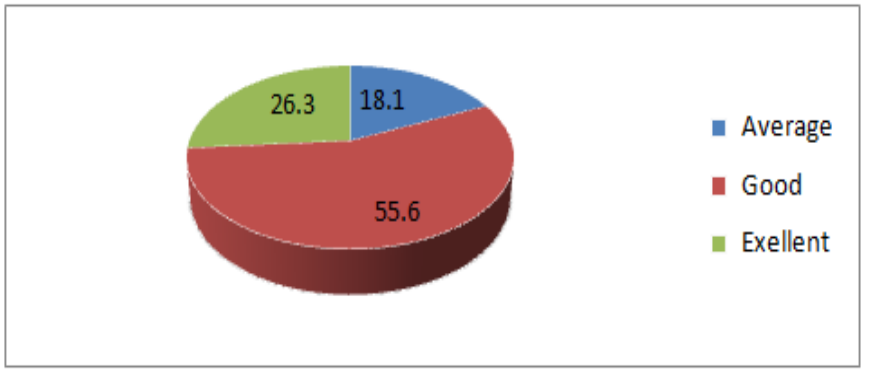


Chart 3. 2: Average scores for semester I

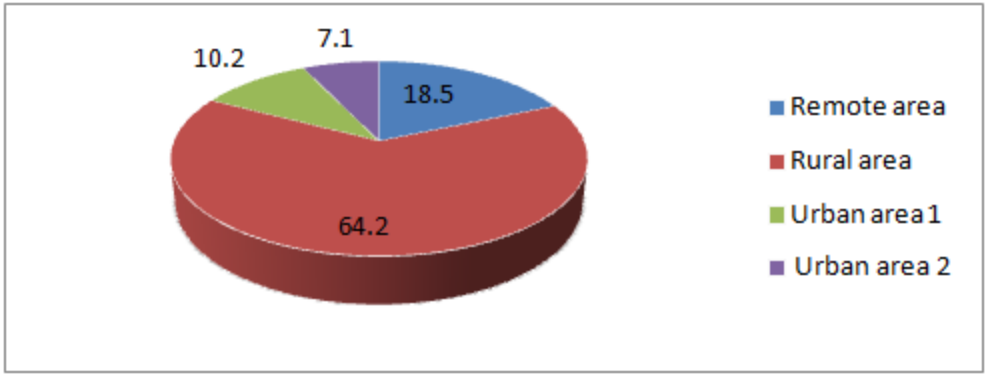


Chart 3.3: Region

Research question 1:
How motivated are the PPU students to learn English?

- Determining their motivation to learn English based on Instrumental orientation, Knowledge Orientation, Attitudes towards Learning English, English Use Anxiety, Perceived Group Cohesion among Students, English Teacher Evaluation, English Course Evaluation, Need for achievement
- The results from the questionnaire data showed that the average calculation of students' evaluation of all items ranges from 3.37 to 4.52. (**see Table 1**).
- As mentioned, a high score on each scale reflected a positive attitude towards learning English which correlated to high language learning motivation.

Research question 2:
What socio- cultural factors affect their motivation?

- From analyzing focus group interviews data, we find out the sociocultral factors that affect student motivation are:
- Learning methods and interaction between learners and teachers have a considerable impact on learner motivation.
- Learner motivation resulting from the teacher's ability/methods might only last the duration of the English courses, and not be a long-term effect.
- The quality of classes and courses could help influence students' motivation.

Research question 3:
To what extent does motivation affect academic performance?

- **Factor analysis of the motivational components**
- We utilized this technique (EFA) to refine and reduce the total of 46 items related to the motivation of the People's Police University students to learn English.

Factors identified as underlying components of the motivation to learn English

- The thirteenth EFA revealed that 30 indicators satisfied all the criteria and extracted 6 main factors .
- The observed variables in the EFA were grouped into 6 factors which provided a simple structure with interpretable clusters of variables relating to each factor with its meaning based on the above theoretical orientation. (**see Table 2**)
- Interpretation of the factors:

Factor and usage of EFA result

- Through factor analysis, we identified 6 factors which had an effect on the academic results of students at the People's Police University.
- To answer the question "***What is the relationship between student motivation and their academic achievement?"*** we used the Multiple Linear Regression model (MLR).

Research hypothesis Ho: students' motivation has no correlation with their academic achievement, which means none of the factors have any correlation.

- X1. Satisfaction with the English class and teacher's role has no correlation with their academic achievement
- X2. Learning situation components and expectations have no correlation with their academic achievement
- X3. Anxiety has no correlation with their academic achievement
- X4. Group cohesion has no correlation with their academic achievement
- X5. Motivational orientation has no correlation with their academic achievement
- X6. Attitudes towards learning English has no correlation with their academic achievement (see **Table 3**)

CONCLUSION

- All the results being positive indicated that learning motivation had a positive correlation with academic achievement, when the former increased, the latter also increased, and vice versa.
- Learning situation components and expectations, and Group cohesion.

IMPLICATIONS FOR FURTHER STUDY

THANK YOU FOR YOUR
ATTENTION!