THE FACTORS AFFECTING LEARNERS' MOTIVATION AT KHOA TRI CENTER OF ENGLISH TRAINING

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Abstract: The research investigates how the factors affect the learning motivation at Khoa TriEnglish Center (KTEC) by interviewing directly 250 learners. The ARCS model together with the method of Cronbach's Alpha analysis, EFA analysis and multiple regression analysis were used with the SPSS program.

The result shows that the effects of the factors on learning motivation at KTEC, decreasingly by the importance: satisfaction, confidence, relevance, attention. The research also suggests some solutions for KTEC management board to enhance the learners' motivation in order to get better learning results for all sorts of the learners at KTEC.

Overview

Motivation plays a very important role in the process of human activities, motivation can be defined as "the process whereby goal-directed activity is instigated and sustained" (Murphy and Alexander, 2000; Pintrich, 2003). Bomia *et al.* (1997) showed that motivation is the key to student engagement and defined as "a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process". Thus, it can be seen clearly that learning motivation plays an important role for learners.

Khoa Tri English Center (KTEC) belongs to Yên Khoa Training and Consulting Limited Company which was established in 2011, aiming to build a great deal of grammar and pronunciation foundation for all ages levels of English learners; then, building a wide range of academic knowledge and skills to help the learners achieve international certificates. Therefore, studying the factors that affect the learners' motivation becomes more and more necessary. After researching thoroughly, the authors, in general, found that there were two trends for this research to follow: the first one covered the internal and external factors, the second one indicated some factors such as the attention, relevance, confidence and satisfaction of learners in the course affecting the learners' motivation. KTEC scale is not considered as a large one, so the 2nd trend was used to study due to its suitability.

Literature and Proposed research Model

Learning Motivation

According to Keller (2010), motivation refers broadly to what people desire, what they choose to do and what they commit to do. In other words, investigations of

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motivation attempt to explain the deeply held concern among people as to why we do the things we do. Dornyei (1998) points out that motivation theories, in general, seek to explain no less than the fundamental question of why humans behave as they do.

Learning motivation revolves around the desire to participate in the learning process at the learner's schools. Motivation to learn encompasses the desire to engage in learning process in campus (Ariani, 2013). Jacquelynne à Wigfield (2002) emphasized the importance of learning motivation in the classroom. Chesebro and McCroskey (2002) referred to some models of motivation that affect academic performance, such as Keller's ARCS model, expectancy theory (Vroom, 1964).

Keller's ARCS model (2010) identified four factors that influence learning motivation: (1) Attention: capturing the interest of learners, stimulating the curiosity to learn. In the context of motivation, attention means something different from when being used in regard to instructional design and learning. In a learning context, the concern is with how to manage and direct learner attention (2) Relevance: Meeting the personal needs/goals of the learner to effect a positive attitude. The learners believe that the guidelines are closely related to individual intentions and feel connected to the learning environment. (3) Confidence: Helping the learners believe/feel that they will succeed and control their success; as a result, they would be able to use the knowledge they would gain from the courses they take and become more and more confident with their skills; (4) Satisfaction: Reinforcing accomplishment with rewards (internal and external), satisfaction from the process or from the results of the learning experience.

According to Keller (2010), the first category, Attention, contains motivational variables related to stimulating and sustaining learners' curiosities and interests. The next step is to ensure that the learners believe that the learning experience is personally relevant. Even if the learners believe the context is relevant and they are curious to learn it, they still might not be appropriately motivated due to too little or too much confidence, or expectancy for success. They would have well-established fears of the topics, skills, or circumstances that might cause them trouble with giving ideas to learn effectively; Therefore, there will be a necessity to design the learning materials and environment, including the instructors' behavior, so that the learners become convinced that they can learn the content and experience actual success on an assignment. The last indicated category is satisfaction. Once capturing these first three motivational goals (attention, relevance, confidence), the next one, in order for the learners to have a continuing desire to learn, they must have feelings of satisfaction with the process or results of their learning.

The study of Williams & Williams (2011) showed the results of five factors: students (intrinsic and extrinsic motivation, various individual and social factors, hierarchy of needs, perceived well-being...), teachers (skills, qualifications, test giving, scientific management and human relations, conscious of small details, reach out to students...), content (student experience success and achievement, ownership, choices, time and relevance to real life, build competency, creativity and critical thinking, technology and information from the internet...), teaching methods (incentives, experiential learning or self-learning, mutual goals or objectives, verbal

conformity, flexible and stimulating just-in-time training and interactivity, different types of framing, objective criteria, encouragement and praise, casework, reinforcement strategies, positive social interactions...) and learning environment (create an effective environment, individual and learning system design differences, include the study of self-information, empowerment, engagement and considering student and teacher opinions, teamwork, structure, distance and online learning, emotionally literate environment...) affecting positively learning motivation.

Huett's (2006) study showed that confidence affects learners' distance learning performance, and indirectly affects the other three components of the ARCS model. The purpose of this study was to manipulate the component of confidence found in Keller's ARCS model to enhance the confidence and performance of undergraduate students enrolled in an online course at a Texas university using SAM 2003 software delivery, also tested if the aforementioned confidence tactics had any unintentional effect on the remaining attention, relevance and satisfaction subscales of the ARCS model as well as on learners' overall motivation for the class and the instructional materials.

The study of Zhang (2016) based on Keller's ARCS- based-learning-motivational model showed that attention (perceptual, inquiry arousal, variability), relevance (goal orientation, motive matching, familiarity), confidence (learning requirements, success opportunities, personal control) and satisfaction (intrinsic reinforcement, extrinsic rewards, equity) were positively related to the motivation of learning listening skill.

The study of Nguyen Thuy Dung and Phan Thi Thuc Anh (2012) showed that the learning environment, learning conditions, teacher quality, training management, student performances and social activities have the same influential movement to learning motivation (conducted at a university in Hanoi, Vietnam).

The study of Nguyen Binh Phuong Duy (2015) identified four factors influencing learning motivation as teacher behavior, student learning orientation, classroom and learning environment, and teaching methods (surveyed at the University of Economics Hochiminh City, Vietnam).

The study of Hoang Thi My Nga and Nguyen Tuan Kiet (2016) identified seven factors that influence learning motivation (motivation to improve knowledge and social motivation) known as learning environment, the quality of the instructors (lecturers), the training programs, the training management, the student performances and the social activities.

In summary, there have been many studies about learning motivation which indicate different factors affecting learning motivation for instance: teaching methodologies, student objectives, teacher behavior, learning environment, training programs and management, student performance, social activities, content, the learners' satisfaction, attention, relevance and confidence...

Research model and proposed hypotheses

Based on Keller's ARCS model (2010) and previous studies, the authors proposed a model of research: **The Learners' Motivation At Khoa Tri English Center (KTEC) = f (Attention, Relevance, Confidence, Satisfaction)**

- H_1 : Attention has a positive effect on the learners' motivation at KTEC
 H_2 : Relevance has a positive effect on the learners' motivation at KTEC
 H_3 : Confidence has a positive effect on the learners' motivation at KTEC
 H_4 : Satisfaction has a positive effect on the learners' motivation at KTEC

Research Results

Sample description statistics

This research had used a convenient sampling method, with the surveyed respondents including 15 year-old and above learners studying at KTEC. Research did not aim at analyzing the learning motivation among different genders or learning majors of the learners to be able to be applied for all types of courses that Khoa Tri has got, and concentrated on factors that affect the learners' motivation.

During the process of getting the survey conducted, 300 samples of questionnaires were used to ensure that the survey result was reliable, accepted and satisfactory and then got 280 samples collected in return. After removing the unsuitable ones (the ones which were not completed all the questionnaires or given with all answers marked by the same values), the remaining 250 valid samples of surveyed questionnaires were finally used in this research.

Measuring the reliability of the scale by Cronbach's Alpha

Table 1
The scale result by Cronbach's Alpha

No.	Scales	Symbol	Number of observed variables	Cronbach's Alpha Coefficient	Scale Mean if Item deleted
1	Attention	A	6	0,880	0,619
2	Relevance	R	7	0,822	0,426
3	Confidence	C	5	0,859	0,574
4	Satisfaction	S	7	0,891	0,623
5	Learning Motivation	M	4	0,872	0,675

(Source: measured by the authors)

Table 1 showed that these scales had high Cronbach's Alpha (> 0.8). All observed variables of this scale had a coefficient of correlation greater than 0.3, so they were all able to be used for subsequent EFA analysis.

Exploratory Factor Analysis

The EFA method was used for 25 independent observed variables, using the Principal Component Analysis method with Varimax rotation and the stoppage when extracting the Eigenvalues. The third EFA analysis with 23 observed variables (A_5 and R_3 were eliminated), KMO coefficient = 0,846 satisfied the requirement of over 0.5 which explained the suitable sample size for factor analysis and Barlett's coefficient of Sig = 0.000 < 0.5 (the correlation between variables) confirmed that

the above analysis method was appropriate. The total Average Variance Extracted was 64,038% which meant 23 extracted variables explained about 64,038% of the variation of observed variables and factor loading was greater than 0.5 which was satisfactory (Table 2).

Table 2
Rotated Component Matrix (the third time)

	1	2	3	4
S ₅	0,896			
S ₁	0,765			
S ₄	0,739			
S ₇	0,723			
S ₃	0,701			
S ₂	0,675			
S ₆	0,660			
A ₂		0,898		
A ₁		0,773		
A ₄		0,708		
A ₃		0,688		
A ₆		0,648		
C ₅			0,886	
C ₂			0,756	
C ₁			0,741	
C ₄			0,697	
C ₃			0,669	
R ₂				0,768
R ₅				0,754
R ₆				0,711
R ₇				0,663
R ₄				0,654
R ₁				0,644
Average Variance Extracted	34.317	11.631	9.480	8.610
Cronbach's alpha	0,891	0,862	0,859	0,822

(Source: data analyzed by the authors)

Result of dependent factor analysis with 4 observed variables, coefficient KMO = 0.793, and Barlett's coefficient with Sig = 0.000 < 0.5, Average Variance Extracted was 72.774% and variables had factor loading which was greater than 0.5. Thus, the learning motivation factor consisted of four variables. Cronbach's alpha = 0.872 which was satisfactory.

Verification of correlation

The correlation analysis showed that all variables were correlated at a 1% significance level (Table 3). At the same time, the correlation coefficient of independent variables and dependent variables were not too high (< 0.85), so the probability of multi-

collinearity is unlikely to occur, independent variables having differentiated values were more likely to explain the dependent variables.

Table 3
Pearson's correlation coefficient matrix

		<i>M</i>	<i>A</i>	<i>R</i>	<i>C</i>	<i>S</i>
M	Pearson	1	0,565**	0,527**	0,615**	0,670**
A	Pearson	0,565**	1	0,422**	0,391**	0,469**
R	Pearson	0,527**	0,422**	1	0,291**	0,323**
C	Pearson	0,615**	0,391**	0,291**	1	0,488**
S	Pearson	0,670**	0,469**	0,323**	0,488**	1

(Source: Analyzed result by the authors)

Regression results

From Table 4, the ANOVA results showed that the F statistic of the model = 116.552 with a significance level of 1%, indicating that the linear regression model was consistent with the data or the independent variables having a linear relationship with dependent variables. The model with a corrected R^2 coefficient of 0.650, or 65% of the variation of learners' motivation was explained by independent variables.

Table 4
Regression results

<i>Models</i>	<i>Unstandardized coefficient</i>		<i>Standardized coefficient</i>	<i>Multicollinearity</i>		
	<i>B</i>	<i>Standard error</i>	<i>Beta</i>	<i>Mean</i>	<i>Allowance</i>	<i>VIF</i>
(Constant)	-0,156	0,206		0,449		
A	0,175	0,046	0,172	0,000	0,678	1,475
R	0,253	0,043	0,250	0,000	0,793	1,261
C	0,279	0,041	0,298	0,000	0,721	1,387
S	0,349	0,044	0,363	0,000	0,662	1,510

Adjusted R^2 : 0,650

Durbin-Watson Statistic: 1,811

F Statistic (ANOVA): F = 116,552

Mean (ANOVA Sig.): 0,000

(Source: Gathered from data analysis result by the authors)

Regression results also showed that four statistically significant variables which stood at 1% of the theoretical models were consistent with the study data, and four research hypotheses were accepted. The unstandardized regression equation had the proposed formula as follow:

$$M = -0,156 + 0,349*S + 0,175*A + 0,279*C + 0,253*R$$

In detecting violations of linear regression models: the scatter diagram showed that the remainder did not change in any order for the predicted value, they

dispersed randomly, the hypothesis of linear relations were not violated. Spearman correlation coefficients of absolute values of remainder and independent variables: Sig value of correlation coefficients with 95% confidence are greater than 0.05, indicating that the variance of the error remained unchanged, the hypothesis were not violated. The histogram showed the normal distributed remainder with a mean value closed to zero (Mean = -8.89E-15) and its standard deviation was close to 1 (SD = 0.992). P-P plot demonstrates the actual observation points which were very close to the diagonal of the expected values, meaning that the remainder data had a normal distribution. Coefficient 1 < Durbin -Watson = 1.811 < 3 is satisfactory, the variance inflation factor VIF < 10 showed that the independent variables were not closely related so there was no collinearity. Thus, the linear regression model was all appropriate.

The results of regression analysis and linear correlation showed that the learning motivation of KTEC learners was affected in the decreasing following order: satisfaction ($\beta_1 = 0.363$), confidence ($\beta_2 = 0.298$), relevance ($\beta_3 = 0.250$) and finally attention ($\beta_4 = 0.172$), while according to Huett's study (2006), the confidence factor played the most important role and Zhang's study (2015), the attention factor did.

Conclusion and Managerial Implications

Conclusion

The authors applied the ARCS model (Keller, 2010) through this research process. This research was done with two methods: qualitative and quantitative ones. Quantitative research results with a valid sample size of 250 learners studying at KTEC, scale measured by Cronbach's Alpha and EFA, multiple regression testing to determine the four factors that affect the learning motivation of the learners at KTEC namely: Satisfaction, Confidence, Relevance and Attention.

Managerial implications

Satisfaction

The results showed that "Satisfaction" was the most influential factor with the mean of 3.9754, which was quite high. The authors proposed some specific implications to get the learners more and more satisfied with the courses they take. The center should review the evaluation of learning, and give more specific feedback to each learner. The center should check and balance the behavior of teachers (instructors) toward different kinds of learners. KTEC should use reasonable external rewards, develop new skills for learners. KTEC can diversify the contents of the courses and equip all knowledge and skills related to the core contents of the courses. KTEC should continue to adjust the appropriate workload for the learners of the courses. In addition, teachers (instructors) should further promote direct interaction with their learners to evaluate and reward them in a way that increases their satisfaction. However, the teachers (instructors) should not forget to remark that misusing the rewards and turning them into some kinds of demagogic ways might cause trouble with the learners' motivation.

Confidence

The average value of this factor was 4.1904, which was quite high. KTEC should further promote the role of teachers (instructors) in direct teaching to create positive expectation of the learners. The center should continue to enhance more learners' efforts and attempts in the role of personal control to increase academic confidence. The center is not focused on making the learners to try hard and putting pressure on students' anxiety. The center should strengthen the available levels and encourages the progressive morale so that learners can feel more confident while studying. In addition, teachers should provide accurate feedback to help learners identify the cause of the errors, and how to get them all corrected, maintain the task orientation and increase confidence themselves.

Relevance

The average value of this factor was 4.0660, which was quite high. The center should try to link the knowledge of the course with the needs of students such as college requirement, job seeking, promotion, work improvement and many other aspects. The center must make sure that the learners understand the connection between the subjects and the skills they are taught with their goals much more. The center should promote the role of teachers in grasping the content of the course thoroughly, promoting the importance of practical application of the course. The center should adopt a number of methods including stimulating participation of learners in the class; invite learners to share personal experiences and ideas to the others in the class; let the learners share interesting stories or their own experiences of learning English or any other skills. The center needs to understand the motivation of the learners to help create a suitable learning environment. The center should improve awareness of the relevant factors in the lecture while attending the courses, enhancing the link between practical knowledge and the lessons learned at the center much more.

Attention

The average value of this factor was 4.1320 which was quite high. Teachers at KTEC need further training on how to make changes in the learning environment based on the content of the lesson, to enhance the ability to change the voice, intonation, intensity, tempo and sense of humour in the teaching process. Designing a teaching environment that evokes mystery is also a way to stimulate good curiosity, thereby helping the students gain the attention. The KTEC teachers can engage learners in problem solving activities with experience and with questioning skills. Teachers (instructors) should not just stop at the curriculum, but should have some inputs and learn more and more teaching methodologies to enrich the contents of the units they guide. The center will need to maintain a mix of group and individual activities, and prepare thorough and attractive lesson plans tailored to each group of learners to increase their attention.

Limitations of this research

The research still has some specific drawbacks: (1) Research based only on Keller's ARCS (2010) research model; many other factors have not been noticed, (2) Selecting

the second research direction that suits the scale of KTEC, not the first one based on internal and external factors. This is also a suggestion for the next study.

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