

**LEARNING MOTIVATION AND ACHIEVEMENT IN CHINESE  
LANGUAGE OF HIGH SCHOOL STUDENTS IN HUAYKUANG  
DISTRICT BANGKOK, THAILAND**



**LIU LIANGPU**

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Thesis  
entitled  
**LEARNING MOTIVATION AND ACHIEVEMENT IN CHINESE  
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DISTRICT BANGKOK, THAILAND**

*Liu Liangpu*  
.....  
Mr. Liu Liangpu  
Candidate

*Poschanan*  
.....  
Lect. Poschanan Niramitchainont, Ph. D.  
Major advisor

*Siwaporn Poopan*  
.....  
Lect. Siwaporn Poopan, Ph. D.  
Co-advisor

Go abroad  
.....  
Lect. Pateeya Kitcharoen, Ph. D.  
Co-advisor

*B. Mahaisavariya*  
.....  
Prof. Banchong Mahaisavariya  
M. D., Dip Thai Board of Orthopedies,  
Dean  
Faculty of Graduate Studies,  
Mahidol University.

*A. Leksansern*  
.....  
Lect. Arisara Leksansern, Ed. D.  
Program Director  
Master of Education Program in  
Educational Management  
Faculty of Social Sciences and Humanities  
Mahidol University

Thesis  
entitled  
**LEARNING MOTIVATION AND ACHIEVEMENT IN CHINESE  
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DISTRICT BANGKOK, THAILAND**

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on  
June 19, 2014



Mr. Liu Liangpu  
Candidate



Asst. Prof. Kingkanok Chawalitthomrong,  
Ph. D.  
Chair



Lect. Poschanan Niramitchainont, Ph. D.  
Member



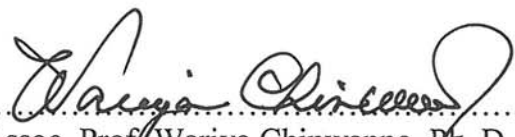
Lect. Siwaporn Poopan, Ph. D.  
Member

Go abroad

Lect. Pateeya Kitcharoen, Ph. D.  
Member



Prof. Banchong Mahaisavariya,  
M. D., Dip Thai Board of Orthopedics,  
Dean  
Faculty of Graduate Studies,  
Mahidol University



Assoc. Prof. Wariya Chinwanno, Ph. D.  
Dean  
Faculty of Social Sciences and Humanities,  
Mahidol University

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Liu Liangpu

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LIU LIANGPU 5536005 SHEM/M

M.Ed. (EDUCATIONAL MANAGEMENT)

THESIS ADVISORY COMMITTEE: POSCHANAN NIRAMITCHAINONT, Ph.D., SIWAPORN POOPAN, Ph.D., PATREEYA KITCHAROEN, Ph.D.

ABSTRACT

The purposes of this research were to study the level of learning motivation and achievement, to explore the relationship between the learning motivation and achievement and to investigate the predictive factors for achievement in Chinese language of high school students in Huaykuang District Bangkok, Thailand.

This research was conducted by quantitative method. The population was 468 students in Chinese language learning from 3 high schools in Huaykuang District Bangkok, Thailand. A descriptive survey was randomly carried out with 216 students. The data collecting instrument was a set of questionnaires. Statistics used to analyze were descriptive statistics, Pearson's correlation and multiple regression analysis.

The research findings indicated that the level of learning motivation and achievement in Chinese language learning of high schools' students in Huaykuang District Bangkok, Thailand were high. Within the 8 factors of learning motivation, the personal interest factor had the highest level. The remaining 7 factors were rated at a high level. Pearson's correlation coefficients was used to analyze the relationships between learning motivation and learning achievement. The results showed that the significant correlations among the factors of learning motivation and learning achievement were high. According to the analysis of stepwise multiple regression, 4 predictive factors were found: they were personal attitude, personal effort, family background and parental involvement. The results also revealed that those 4 predictive factors of learning motivation had the most significant effect on achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

The findings of this research provided information for the Chinese teachers, high schools and other educational institutions to understand and emphasize the current situation of Chinese teaching and learning in Thailand. The results of this study can also be used as a reference to all parties to take appropriate measures to improve the level of Chinese language learning in Thailand.

KEY WORDS: LEARNING MOTIVATION/ ACHIEVEMENT/ CHINESE LANGUAGE LEARNING/ HIGH SCHOOL STUDENTS/ THAILAND

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# CHAPTER I

## INTRODUCTION

### 1.1 Background and Rationale of the Study

With the rapid growth of Chinese economy, China's influence has further elevated in the world speedily, which also make the international status of China rise rapidly. Now Chinese language is being used in many countries and regions, and becoming an very important link and tool for the exchanges in culture, politics, education, economy, sciences and technology and other aspects between China and those countries. Especially in Thailand, Chinese teaching and learning gradually become popular in most levels of educational institutions in Thailand.

Chinese has been widely used among Chinese immigrants since the Sukhothai era. Children were taught at home by private tutors, while some families sent off their children to China. After resuming the diplomatic relationship with China in 1975, Chinese language had gained back it's popularity in Thailand. Moreover, the China's economic reform has pushed the popularity even further.

Over the last decade, as China has grown into a major global power, Sino-Thai exchanges and cooperation in education developed as well as trade and political affairs at rapid paces. Important documents were signed by the two sides to ensure a sound operational mechanism for bilateral cooperation in education. A landmark was the Memorandum of Understanding on Higher Educational Cooperation signed on March 22, 1999, between China's Ministry of Education and Thai Ministry of University Affairs (now Commission of Higher Education). On January 11, 2006, the Thai Ministry of Education signed an agreement with Hanban of China on promoting the Chinese language learning in Thailand. On May 28, 2007, the Agreement on Mutual Recognition of Formal Educational Qualifications was signed. This was an important milestone in student exchanges between the two countries. By the year 2010 Thailand had become the 4th largest overseas student source country to China, and the number rose year by year. On the Thai side, Chinese students studying at more than 40

institutions of higher learning in Thailand were highest in number among all overseas students in Thailand, exceeding 10,000 according to the estimation by the Chinese authority.

At present, Chinese has become more and more universal. There are fifth people regard Chinese language as their native language all over the world. It also shows the importance of the Chinese language becomes increasingly high in today's world. But at the same time, the development of the Chinese language was also facing huge challenge.

According to Masuntisuk (2009), a researcher at Chinese Studies Center, Institute of Asian Studies, Chulalongkorn University, he considered that the study of Chinese language in Thailand has facing lots of difficulties or problems:

1) According to the number of schools offering Chinese language in Thailand, including government schools and international schools and the Thai students who are studying Chinese language in China, the demand of Thai students in Chinese language learning is very high.

2) The number of Chinese teachers can not match the real demand in Thailand. At present, Thailand needs about one thousand Chinese teachers to relieve the situation of lack of Chinese teachers in most educational institutions.

3) Students' Chinese language learning is only confined to the classroom.

4) The teaching materials used in Thai are not unified. This situation also causes Chinese language teaching and learning in Thai are not synchronized.

5) The teaching level of Chinese teachers is uneven. Many teachers have no experience in Chinese teaching.

Currently, Chinese language has been taught in every level of education in Thailand. But in the process of Chinese language learning, there also are a lot of problems or difficulties which are exposed. For example, teachers' teaching level and professional quality is uneven; teaching materials are not unified; students' Chinese level is very uneven and the students lack of attention and enthusiasm. The learning motivation of students play a crucial role not only in Chinese language learning, but also in other subjects. No matter what teaching methods the Chinese teachers use, the target is to arouse the students' motivation and help them improve their achievement in learning.

In this study, intrinsic motivation and extrinsic motivation are concerned . Extrinsic motivation refers to that the motivation is not caused by the activity itself, but is induced by external stimuli or reasons which has not intrinsic link with the activity. Intrinsic motivation refers to a cognitive about the activities human engaged spontaneously. Internal motivation directly related to the activity itself. Since doing some interesting things can inspire people, make people be delightful, so activity itself is the purpose pursued by actors. Popular speaking, intrinsic motivation is that kind of motivation which is driven without external force.

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If the students have high motivation, they will get great achievement in Chinese language learning and the students lacking of motivation often get poor results in the examination. Stimulating students' motivation has become a key part in all subjects, not just in Chinese language learning.

As mentioned above, there are several reasons that lead the researcher to research the factors affect the achievement in Chinese language learning of students; and there were relatively few researches have conducted on these factors affect the achievement in Chinese language learning of students. In this study, the researcher aims to study the level of learning motivation and achievement of high school students, to study the relationship between learning motivation and achievement and to investigate the predictive factors of learning motivation on achievement in Chinese language of high school students in Huaykuang District Bangkok, Thailand. The results will benefit to those who teach Chinese for non-native students, also to those who are in education administration.

## **1.2 Research Questions**

In this study, the research questions are:

1.2.1 What is the level of learning motivation in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand ?

1.2.2 What is the level of achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand ?

1.2.3 Is there any relationship between learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand?

1.2.4 Which factors are the predictors for achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand?

## **1.3 Research Objectives**

1.3.1 To study the level of learning motivation of high school students in Huaykuang District Bangkok, Thailand.

1.3.2 To study the level of achievement in Chinese language of high school students in Huaykuang District Bangkok, Thailand.

1.3.3 To explore the relationship between learning motivation and learning achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

1.3.4 To investigate the predictors for achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

## **1.4 Research Hypothesis**

1.4.1. There is a relationship between learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

1.4.2. There are some learning motivation factors can predict achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

### **1.5 Scope of the Study**

The purpose of this study is to investigate the learning motivation on achievement in Chinese language learning in Huaykuang District Bangkok, Thailand. The researcher focused on only Huaykuang District since it was researcher personal's interest. There are only three senior high schools in Huaykuang District which are Chanhun Bumpen School, Kunnateerutharam vittayakhom School and Treampat Ratchada School. The study population included 468 students of grade 10, grade 11, grade 12 in the second semester of academic year 2013. Most of the students began to study Chinese language since Grade 7 and a few students have learned Chinese language for several years, and very small part, because they have born in Chinese families, so the level of Chinese language is higher than other students.

### **1.6 Operational Definition of Terms**

**Achievement in Chinese language** refers to the students' Chinese language outcome which has been done successfully, typically by effort, courage, or skill. It can be considered as a good results the learners get in the process of learning Chinese by effort, enhancing the level in the aspects of listening, speaking, reading and writing in Chinese learning and so on.

**Learning motivation** refers to external and internal driving forces which motivate students to learn directly, and it is necessary to stimulate and guide students in learning. Student learning is influenced by many factors, of which the main is controlled by the students' learning motivation, but it is also closely related to the

students' interest in learning, students' attitude, and the causes of teachers, family reasons, and many other factors.

**Teaching quality** refers to student's perception toward not only the teachers' certificates, but also the teachers' view brought to the classroom, the teaching strategies they employ, and the teachers' majors, the professional knowledge and the teachers' characteristics he or she has.

**Teaching experience** refers to student's perception toward methods and skills that a teacher has applied in the teaching process and the ability he or she demonstrated in dealing with the problems when teaching.

**Learning atmosphere** refers to student's perception toward environment in school and family which has been supporting their learning. School atmosphere are school buildings, classmates or friends, teachers, teaching conditions, climate for learning. Family atmosphere are quiet and comfortable room, harmonious family relations, the family members who can counsel students' learning.

**Parental involvement** refers to students' perception toward parental support in education, it includes parents' participation in students' learning, parents' advices, parents' encouragement or rewards when students have well done in learning and all other supports or help that parents provide in students' Chinese learning .

**Family background** refers to students' perception toward their parents' occupation, nationality or ethnic group, family income, educational background, political backgrounds, and many other factors.

**Personal interest** refers to student's interest in Chinese cultural or other factors about China which make the students begin to be interested in Chinese learning.

**Personal effort** refers to students' spending of time, energy, money and other aspects in Chinese language learning.

**Personal attitude** refers to the positive behaviors students show in the learning process. The students can learn and think actively, not motivated by the external factors. For instance, listen carefully, finish homework on time and ask questions and so on.

## 1.7 Research Contributions

1.7.1 The level of learning motivation of high school students in Huaykuang District Bangkok, Thailand, will help the Chinese teachers in this field know the current situation, and improve the teaching quality.

1.7.2 The results of the study will reveal students' obstacles of learning achievement and make all parties pay attention to these problems.

1.7.3 The relationship between learning motivation and achievement in Chinese language of high school students in Huaykuang District Bangkok, Thailand will benefit the Chinese teachers to improve their effectiveness and provide a kind of theoretical support for improving the students' achievement in Chinese language learning.

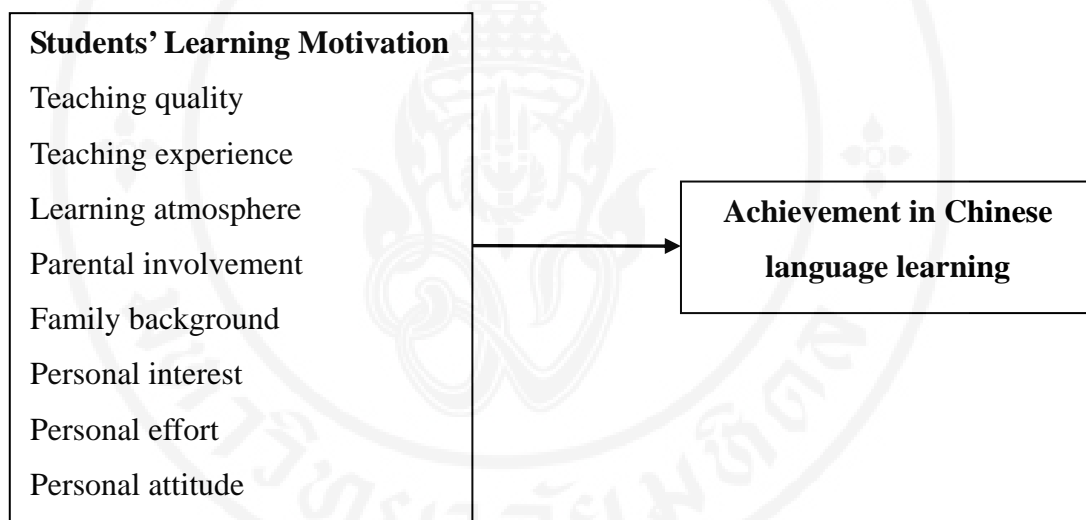
1.7.4 The predictive factors of learning motivation on achievement in Chinese language of high school students in Huaykuang District Bangkok, Thailand will help administrators and Chinese teachers to find out the main factors of learning motivation on achievement in Chinese language learning.

## 1.8 Conceptual Framework of the Study

The conceptual framework of this study was developed by referring to the Learning motivation theory of Deci & Ryan (1985). Some researches were adopted to explore the relationship between the factors of learning motivation and achievement. In the research from Li (2012), the relationship between personal effort and learning achievement was explained. Learning atmosphere, personal attitude and performance were examined in the study of Freddie, Laura & Alice (2013). The result from Laura & Leslie (2008) showed that teaching quality and teaching experience had a positive

effect on students' learning achievement. In the research of Bayar (2009), motivational effects of personal interest on students' achievement was confirmed. A research from The George Washington University (2012) found that parental involvement and family background played an important role in academic performance.

In the framework of this study, the independent variable is students' learning motivation which includes teaching quality, teaching experience, learning atmosphere, parental involvement, family background, personal interest, personal effort and personal attitude. The dependent variable is the achievement in Chinese language learning. See Figure 1.1



**Figure 1.1** Conceptual framework

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the purpose is to develop a theoretical framework for this research. After reviewing various literatures related on the factors that affect the motivation of the secondary students in Chinese learning, the researcher has studied related literatures and the details have been presented as follows:

- 2.1 Chinese language learning
- 2.2 Learning achievement
- 2.3 Definitions and theories of motivation
- 2.4 Importance of motivation in foreign language learning
- 2.5 Factors affecting the achievement in Chinese language
- 2.6 Related Research

#### **2.1 Chinese language learning**

Chinese is one of the most ancient languages which has a long history. Entering the 21st century, The rapid development of China 's economy promotes the international status of Chinese language. In order to meet the needs of Chinese development, some relevant Chinese language institutions was established by the government of China.

##### **2.1.1 The introduction of relevant Chinese language institutions and terminology**

###### **2.1.1.1 Hanban**

Hanban is the abbreviation of the Office of Chinese Language Council International which is a non-profit and non-government organization affiliated with the China's Ministry of Education.

The mission of HanBan is to push forward cultural exchange and Chinese language teaching between China and other countries through sending Chinese volunteer teachers and establishing Confucius institutes. Meanwhile, in recent decades, Sino-Thai cooperation has also opened a new era in the education of Chinese language in Thailand. So far, there have been 12 Confucius institutes established in Thailand.

Up to now, China national office for Chinese international promotion has collaborated with the universities and high schools in more than 100 countries and regions, and in the local has set up more than 300 Confucius institutes and 300 Confucius classrooms. The HanBan has also sent tens of thousands of Chinese volunteer teachers to participate in Chinese teaching, has made great contribution to the spread of Chinese language worldwide.

### **2.1.1.2 The project of volunteer Chinese teachers**

#### **Background**

In the year of 2011, China became the second-largest economy in the world. With China's prompt development in all directions, Chinese language is gradually becoming a world language which has been accepted by many countries and their people. So far, in addition to China, there are also 30 million foreigners who are learning Chinese language, and there are many various educational institutions teaching Chinese language in no less than 100 countries. So, a big contradiction was caused by this situation between supply and demand of Chinese language teachers.

In the year of 2006, in order to solve the shortage of Chinese language teachers in the world, the program of "Overseas Volunteer Chinese Language Teachers" was established by Hanban.

#### **Introduction**

The volunteer Chinese language teachers (hereinafter referred to as "volunteers") project is the Chinese to help the world solve the shortage of Chinese teachers specifically established volunteer service projects. Chinese teachers volunteer projects under the Ministry of Education by the Chinese non-governmental

organizations responsible for the implementation of Hanban. Hanban under the "Volunteer Center" responsible for the specific implementation.

Volunteers from the profession as the main foreign language, Chinese language and literature, foreign languages, education, history, philosophy and other liberal arts professional in-service teachers, graduate student, undergraduate or graduate recruitment selection, trained and qualified to teach after dispatch. Volunteers term generally for one year term performance of their duties for more than a good evaluation of the results, such as I and receiving agencies reappointment requirements, after approval by the Hanban be reappointed. Volunteer service life principle, more than three years.

Volunteers need enthusiastic volunteer work, with "dedication, friendship, mutual aid, and progress," the spirit of volunteerism and engage in the work of international promotion of Chinese sense of honor, sense of mission and responsibility.

### **The aims of the project**

This program will recruit qualified Chinese citizens and students, as well as qualified foreign citizens who volunteer to teach Chinese language abroad. This will make other countries understand Chinese language and Chinese culture. It is conducive to promoting the exchanges and friendship between China and other countries. These are the objectives of this project .

Due to the limitation of quantity and quality of local Chinese language teachers abroad, the overseas Chinese language develops slowly. Chinese teachers volunteer projects has added a lot of Chinese language teaching talent for abroad , promoted the level of overseas Chinese language, accordingly, which has also cultivated a large number of Chinese talent for abroad.

## **2.2 Learning Achievement**

In dictionary, achievement is a result that has been reached. About learning achievement, Sumardi (2010) divides it into two parts. First, learning result is skill

mastery that is done willfully in a period and certain topic. Second, learning result is the difference between someone skill at the beginning and the end of learning process.

According to Purwodarminto in Nurkholis (2006), leaning achievement is knowledge mastery or skill that is developed by subject and it is used to be shown by mark (grade) that is given by a teacher. While Rusyan in Nurkholis (2006) said that learning achievement is the result of planning and applying of learning process so we are needed supporting information with objective and appropriate data.

At school learning result is showed in mark (grade) in all of lesson. So, these marks are symbol of students learning achievement (students learning result). Winkle in Nurkholis (2006) said that learning achievement is a result of knowledge assessment, skill and behavior which is showed by a mark (grade).

Based on some definition above, we can conclude that learning achievement or learning result is the change that is happened in students self after a learning process. Learning result is a response that given by students. Learning result that is found is not only knowledge but also students' behavior. Learning achievement means that within a certain time, after the students attending a process of teaching and learning, they will achieve a result or the enhancement of ability which will be assessed in the form of knowledge, skills and behavior changing, and then will be realized in statement or numbers.

Through understanding of students' Learning Achievement, the researcher can find the factors influencing students' learning, and then the teachers can pay more attention in this aspect, which is more conducive to improving the students' academic performance.

### **2.3 Concepts and Theories of Motivation**

The term of motivation comes from a Latin language verb *movere*. The concept of movement is showed in such as the ideas of common sense about motivation when something which makes us move, makes us keep working, and helps us accomplish the missions. In spite of it's wide range of use in our life, even in scientific research, there is no uniform view regarding what motivation is. Different

authors have different approaches towards defining motivation, it depends on their wise and benevolence. Some of the most commonly cited definitions on motivation are analyzed in the text that follows:

The definition of motivation from MacIntyre et al. (2001) is that when a person wants to complete a special mission, the state of mind will be reflected by his or her behavior. Through stimulation of different motivation, individual will show different behaviors. This is the result of objective orientation. According to the study of Dörnyei (2001), he has written an explicit description as following: if a person is stimulated by motivation, this person will pay more effort in long time. The person will enjoy his or her own personal tasks, increase the experience in the process of completing a task. When after the failure of a task, he or she will summarize experience and lessons, and then formulate corresponding plan so as to achieve expected goals.

In the light of the definition of motivation from Guay et al. (2010), motivation is the reason of why a person will show some kind of behavior. According to the definition of motivation by Gredler, Broussard & Garrison (2004), motivation is a kind of attribute which will guide a person to show different behaviors according to their own situation. And intrinsic motivation is a kind of energy which is derived by the inner psychological state of a person.

According to the description of Deci et al. (1999) in their study, intrinsic motivation is a kind of self motivation, through this kind of excitation to enhance one's willpower and keep he or she maintaining some kind of behavior. It is different from stimulating a person to get a real or virtual external rewards. Intrinsic motivation is compared with extrinsic motivation by many scholars frequently to strengthen the understanding of this two motivations. It is generally believed that the intrinsic motivation is more important than extrinsic motivation, it plays a key role in the process of a person's activities.

Motivation includes a person's feelings, hopes, beliefs and all good things he or she hopes, and these things are connected with each other closely. So, different behaviors are showed when a person is stimulated by motivation. These different behaviors can be divided into cognitive aspects or non-cognitive aspects, or these two aspects are all included. In the study of Gottfried (1990), he has described the students'

motivation in schools. He said academic motivation was that the students enjoyed the learning atmosphere at school, understood the way forward and were full of curiosity and toughness in the process of learning. In addition, according to the opinion of Turner (1995), he thought that the meaning of motivation was very similar with cognitive participation which would be showed in some kind of performance in the process of learning. For example, learning strategies, reasonable plans, and the necessary supervision for the implementation of plans.

According to Brown (2000), intrinsic motivation and extrinsic motivation as “Those who study for their own needs and goals belongs to stimulation form intrinsic motivation, and those who study or pursue their own goals for getting outside reward belongs to external motivation”. “Intrinsic motivation comes within the individual learner. It is the wish or desire of the learner to learn for its own sake or interest or enjoyment in tasks. Thus a learner might be motivated by feeling a sense of achievement which is produced by making progress during the learning process itself.” (HU Qi-ping, 2008) “Extrinsic motivation, by contrast, is caused by any outside factors, for example, the learning situation, or external incentives, the compliments from the teacher, the need to pass an exam, the hope of finding a good job with a good salary with the proficiency of English, or the hope to go abroad to further their study, etc.” (HU Qi-ping, 2008)

Conclude from above, motivation was a desire from internal individual which is forces from external environment to reach a target, this process will be combined with other favorable factors to achieve a goal. Those include intrinsic motivation and extrinsic motivation. According to Munoz (2008), “the motivation was notably more extrinsic”. Intrinsic motivation is strongly affected by the external environment. If the external situation can give a positive affection to push the intrinsic individual oriented-goal, it can make a person have an explicit motivation. And it also can make a person have a strong desire to undertake the task and work hard to achieve the oriented-goal.

### **2.3.1 Concept of Motivation**

The concepts of motivation are from people's subjective views, it does not have a exact definition. In the light of the opinion of Arthur Schopenhauer (2003), a

philosopher of Stanford University: be motivated is to put into action, or to change with a decision of action. Motivational behavior can be associated with intrinsic things such as personal desires. It can also be associated with extrinsic things that can stimulate a person's behavior.

The motivation is a series of particular events for the choice of a worthy target. After the prime target is selected, then the individual will be stimulated and show the certain behaviors to meet the particular motivation and finally accomplish the particular target. At last, a final state will happen when the target is accomplished.

According to Awlodkowski & Jaynes (1990), broadly, motivation was a desire or a worth for learning. In the light of Mangal (2008), he thought that we can regard motivation as one thing which can stimulate an individual to behave or act in a specific method at a specific time in order to achieve a certain purpose or target. But what is in charge of an individual's motivation exactly? What is the undoubted strength that can stimulate a person to complete a special target? Most of psychologists have attempted to give an proper answer by defining this kind of strength such as motivation, requirement and driving force.

Based on the study by Steers (1996), the differences of individual motivation began to be studied in one hundred years ago. Some researchers thought that individual behavior was the result of intrinsic motivation. Other researchers studied how would the results of past behavior affect a person's current action. There still were some researchers focused on the effect of a person's cognition on his or her behavior, for instance one's expectations for the things coming. With the passage of time, the researchers were gradually divided into two parts. One part of researchers paid attention to the content of motivation and another part of researchers focused on the process of motivation.

From the above definitions, it can be summarized that motivation is caused by the specific needs, to meet the needs of all kinds of special psychological state and will. Motivation itself does not belong to the behavior, it is the cause of the behavior, is not the result of behavior.

### 2.3.2 Theories of Motivation

Numerous cross-disciplinary theories have been postulated to explain motivation. For example, some theories claimed that people or students were motivated by material rewards, desire to increase their power and prestige in the world, interesting work, enriched environments, recognition, or being respected as an individual. Each of these theories has some truth but no single theory seems to adequately explain all human motivation. The fact is human beings in general are complex creatures with complex needs and desires in particular. Students are not purely physical, economic, political, or psychological beings. Helmlinger (1997) said, "God made man to go by motives, and he will not go without them anymore than a boat without steam, or a balloon without gas. Find out what motivates man, touch that button to turn the key that makes men achieve."

Content (or need) theories of motivation focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. The content theories of motivation are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives.

Major content theories of motivation were for example Maslow's (1954) hierarchy of needs, Alderfer (1972) ERG theory, Herzberg (1959) motivator-hygiene theory, and McClelland (1962) learned needs or three-need theory.

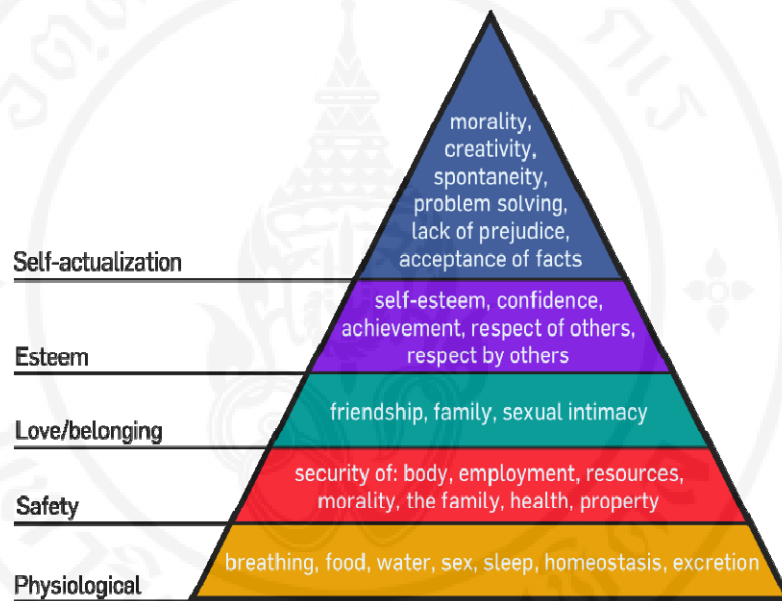
Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes. The major process theories of motivation were for example Vroom (1960) expectancy theory, Adam (1963) equity theory, and Skinner (1974) reinforcement theory.

However, several mainstream motivation theories were repeatedly presented as follows:

### 2.3.2.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation".

Maslow's theory was fully expressed in his 1954 book *Motivation and Personality*. Until now, his theory is still one of the most widely discussed theories of motivation.



**Figure 2.1** Diagram of Maslow (1943)'s hierarchy of needs

The opinion of Maslow was that human behavior was related to their needs. According to their importance of the needs, Maslow divided them into five levels. He also pointed out that when one level of the needs to meet, it was no longer a motivation factor.

The Maslow's Need Hierarchy Theory is explained in the following way:

A. Basic Needs: this is the most basic requirement of human to maintain their survival, including breathe, water, food, sleep, physiological balance, secretion and sex. If any of these needs (except sex) is not satisfied, the physiology of the human will not operate properly. So this means the physiological needs are the primary motivation to push people to make a living. Maslow believed that only the

basic needs to be met, other needs would become new motivate factors. By this time, the factors those have already met the needs of human will no longer be motivate factors.

B. Safety Needs: including personal safety, health care, property, job security, moral, house security and so on. Maslow believed that the aim of human was to seek security. Even science and philosophy were parts of the security.

C. Social Needs: including friendship, love and so on. Everyone wants to get good relationship and take care of each other. Emotional needs are more careful than physiological needs, it related with a person's physiological characteristics, experience, education, religion.

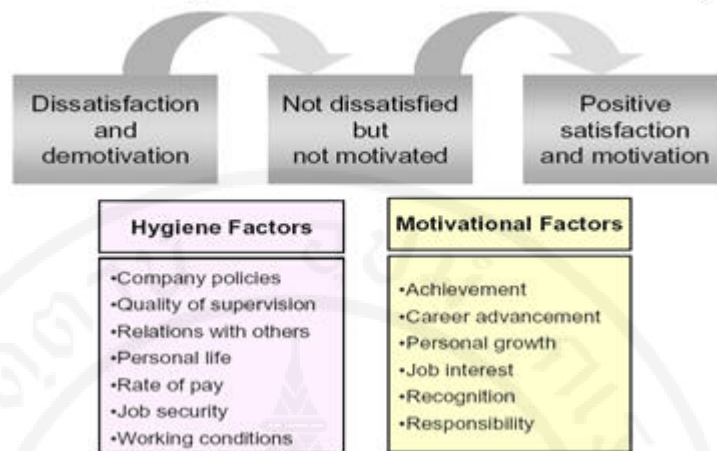
D. Esteem Needs: including self respect, confidence, achievement, respect and so on. Everyone wants to have a stable social status, personal ability and achievements are recognized by the society.

E. Self-actualization Needs: including creativity, ability of solving problems, consciousness, fair and so on. This is the highest level of needs, Maslow pointed out that the approaches of self-actualization were different. The need of self-actualization was trying to realize their potential, make themselves become the desired persons.

### **2.3.2.2 Herzberg's two-factor theory**

Herzberg's two-factor theory (1959), a.k.a. intrinsic/extrinsic motivation, concludes that certain factors in the workplace result in job satisfaction, but if absent, they don't lead to dissatisfaction but no satisfaction. The factors that motivate people can change over their lifetime, but "respect for me as a person" is one of the top motivating factors at any stage of life.

## Herzberg's Two-Factor Theory



**Figure 2.2** Diagram of Herzberg (1959)'s two-factor theory

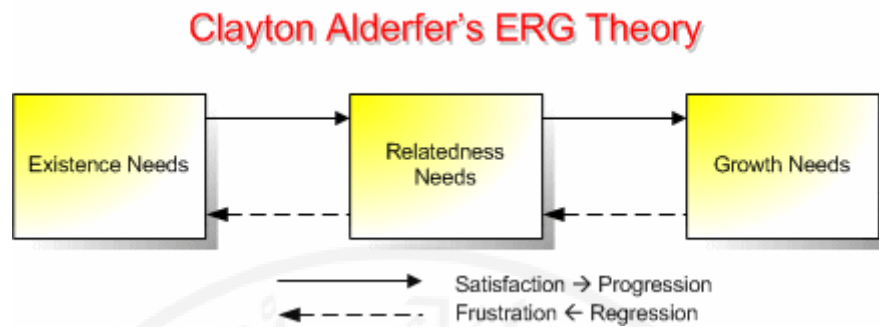
Two-factor theory was proposed in the late 1950s by Herzberg. He distinguished between: Motivators; (e.g. challenging work, recognition, responsibility) which give positive satisfaction, and Hygiene factors; (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation.

The name hygiene factors is used because, like hygiene, the presence will not improve health, but absence can cause health deterioration.

Herzberg's theory (1959) has found application in such occupational fields as information systems and in studies of user satisfaction such as computer user satisfaction.

### 2.3.2.3 Alderfer's ERG theory

Alderfer, expanding on Maslow's hierarchy of needs, created the ERG theory. This theory posits that there are three groups of core needs — existence, relatedness, and growth, hence the label: ERG theory.



**Figure 2.3** Diagram of Alderfer (1973)'s ERG theory

The existence group is concerned with providing our basic material existence requirements. They include the items that Maslow considered to be physiological and safety needs. The second group of needs are those of relatedness—the desire we have for maintaining important personal relationships. These social and status desires require interaction with others if they are to be satisfied, and they align with Maslow's social need and the external component of Maslow's esteem classification. Finally, Alderfer isolates growth needs as an intrinsic desire for personal development. These include the intrinsic component from Maslow's esteem category and the characteristics included under self-actualization.

#### 2.3.2.4 Temporal motivation theory

Temporal motivation theory (TMT) is an integrative motivational theory. Developed by Piers Steel and Cornelius J. König (2006), the theory emphasizes time as a critical, motivational factor. The argument for a broad, integrative theory stems from the absence of a single theory that can address motivation in its entirety. Thus, it incorporates primary aspects of multiple major theories, including expectancy theory, hyperbolic discounting, need theory and cumulative prospect theory. According to Schmidt, Dolis and Tolli (2009), Temporal Motivation Theory "may help further the understanding of the impact of time, and particularly deadlines, on dynamic attention allocation." The Temporal Motivation Theory formula can be applied to the human behaviour, procrastination and to goal setting. According to Lord, Diefenforff, Schmidt and Hall (2010), the theory "models the motivating power of approaching deadlines, arguing that the perceived utility of a

given activity increases exponentially as the deadline nears. These and similar ideas have been applied to the pervasive phenomenon of procrastination".

The theory states an individual's motivation for a task can be derived with the following formula (in its simplest form):

$$\text{Motivation} = \frac{\text{Expectancy} \times \text{Value}}{1 + \text{Impulsiveness} \times \text{Delay}}$$

**Figure 2.4** Diagram of temporal motivation theory (2006)

Where "Motivation", the desire for a particular outcome, "Expectancy" or self-efficacy is the probability of success, "Value" is the reward associated with the outcome, "Impulsiveness" is the individual's sensitivity to delay and "Delay" is the time to realization.

To see how temporal motivation theory can be applied in an example, consider a student given one month to study for a final exam. The student is given two options—studying and socializing. The student enjoys socializing but needs to achieve a good grade. The reward of studying is not immediate thus at the beginning of the student's study period, the motivation to study is lower than the motivation to socialize. However, as the study period diminishes from several weeks to several days, the motivation to study will surpass the motivation to socialize.

These motivation theories has expounded and analyzed motivation and factors affecting motivation from different angles, in spite of the standpoint of each theory is different, but they have played an important role and brought big help for the researchers.

## **2.4 Importance of motivation in foreign language learning**

If the students are interested in learning, they will devote their mind to the process of learning and regard it as a kind of fun rather than a burden. The motivation is closely linked to the foreign language learning achievement and outcome. It plays

an important role through the foreign language learning processes. Based on the opinion from Megan Downs (2001), motivation is composed of good mental state and continuous efforts. According to the description of MacIntyre et al. (2001), motivation is very attractive, but it is also complicated. It is one of the main variables affecting the students' achievement in foreign language learning. Interest research by Hidi and Harackiewicz (2000) showed that a serious problem the researchers were facing in the new century is the set of learning target. How to make the students without motivation love learning? Looking back on the research of Eccles & Wigfield (2002), they focus on that some young students were proud of the lack the communication and understanding with schools and liked others to think them as bad students.

If a person who is driven by motivation, he or she will set a series of goals for learning. In the process of achieving those goals, this person's knowledge and ability will be improved. Seen from the meaning of motivation, if the students are stimulated in learning language. There are likely to learn it automatically because there are the things attract them or the something will benefit for them. These things are likely to be the force to drive them to learn. There are no forces that can drive someone to do something than someone's willing. According to Barbuto (2006), instructors should bear in mind that learning occurs when students are motivated. So, stimulating the motivation of the students in learning foreign language can help the students attain good achievements in foreign language learning.

## **2.5 Factors affecting the achievement in Chinese language**

There are many factors affecting the achievement in Chinese language in foreign language learning. In this study, eight factors will be considered in following: teaching quality, teaching experience, learning atmosphere, parental involvement, family background, personal interest, personal effort and personal attitude. These factors roughly are divided into extrinsic motivation and intrinsic motivation. And these factors are also affirmed by previous studies.

### **2.5.1. Extrinsic motivation**

The extrinsic motivation in this study includes teaching quality, teaching experience, learning atmosphere, parental involvement and family background.

According to the study of Daly (2009), he indicated that teacher quality had a close relationship with the academic performance of students. He also indicated that teacher quality was the most key and basic factor in students' learning environment, it had a positive effect on students' academic performance. A teacher with high quality will not only help students improve their academic performance, but also can make the students be full of enthusiasm in learning.

The finding of Ladd (2008) showed that the teacher with teaching experience could be easier to attract students' attention and to make them understand the teaching content than the teachers with no experience. Teacher's experience was another basic element influencing students' learning achievement. But the study also documented that the teachers with five years' experience would have the highest efficiency in teaching.

Learning environment is another factor affecting students' achievement. In the study by Goldhaber (2002), learning environment encompasses lecturer, lecturing and classroom characteristics. On the effect of learning environment, Sanders (2000) asserted that such factors as the degree of education, personal teaching features and teaching experience would play a significant role in students' academic performance. More still, in the finding of Beswick (2006) the learning environment have been also found to determine academic achievement.

Parental involvement in the students' learning gradually caused the attention by researchers and educators, and had become a major research topic. According to the results of some past studies, parental involvement played a positive role in students' academic performance. And this role had a greater effect on the students at senior high schools. According to the finding of Henderson & Mapp (2002), they found that parental involvement had a close relation with students' academic performance in language learning. The finding of Deslorges & Abouchar (2003) showed that parental involvement was the most important element in the family background factors, it had a profound influence on students' learning achievement.

A lot of researches have surveyed the influence of family background on students' learning achievement. A study conducted by Duncan & Magnuson (2005) has stated that family background was composed of many elements which included members of the family, the social status of parents, family income, family beliefs, the educational level of parents, the condition of surroundings and found a strong relationship between family background and students' learning performance. This research also illustrated that family background is a considerable factor influencing on the students' academic achievement.

### **2.5.2 Intrinsic motivation**

In this study, personal interest, personal effort and personal attitude were included in intrinsic motivation.

In the research of Chen (2001), he showed that personal interest and objectives have been considered as two major factors which affected the learning performance of students. He also disclosed that interest was a very important factor which had a positive affect on students' academic performance, and this effect would exist for a long time. Stimulating students' interest was much better than any other ways to improve students' performance and achievement further.

After reviewing past literature, according to the study from Stewart (2008) in U.S, he discovered that a close relationship existed between personal effort and students' learning achievement. Numerous past studies have got the same results. For instance, from the findings of Peng and Wright (1994), they described that Asian students who studied in the United States would pay more efforts in their learning, for example, they would invest a lot of time in their learning. The result was they would get higher scores than other students in the examinations. The relationship between them has been confirmed by many researchers.

The relationship between attitude and performance is founded in the theory of Thurstone (1928). According to the theory when people are favorable to dispose an object or behaviour in question, they are likely take up the object or behaviour. Fisher (2000) established that personal attitude towards foreign language affects students achievement. This means that students attitude towards quantitative subjects affect how they approach, persist, and succeed at the subject. Students with positive attitude

actually value quantitative subjects, persistence and work hard towards getting better grades. Popham (2005) also found that persona attitudes have been considered an important factor in influencing participation and success in various courses.

There are many factors that are affecting the achievement of the students in learning. Previous literatures had elaborated these motivational factors in detail. In the study, these eight factors will be conducted about the learning motivation affecting the achievement in Chinese learning.

## 2.6 Related Research

If the learners are interested in learning something, they will devote themselves to their studies and get good achievement in learning. At the beginning, most of the secondary students have enough motivation in learning foreign language, because the fresh thing can attract their curiosity. And it will drive the curiosity of them to learn a new thing. If the student have motivation in learning one language, they will learn it automatically. There is no forces that can drive someone to do something than someone's willing. So there is very important to stimulate and maintain the motivation of the students in learning foreign language, it can help the students attain good achievements in learning.

The student's learning motivation as an indispensable factor which is very helpful in improveing students' learning level and the teaching level of teachers. What kind of performance will show that they are driven by motivation? According to the study of Palmer (2007), when the students are studied by motivation they will devote their mind to learning, they will become more active to ask questions and help others solve problems, they will be full of passion and desire in learning. There are many factors of motivation affecting the achievements of students to learn a kind of foreign language. According to the study of Williams & Kaylene (2011), they have divided motivation into five parts. The first part was student. For instance, the students must be interested in learning, have a certain ability to learn, and have their own methods of learning. The second part was teacher. The teachers must have a certain teaching experience, and must often receive training to improve themselves, they must be

responsible for students and working and have the ability to improve student performance. The third part was the content. Students' learning content must be innovative, timely, have significance of education, can attract students' attention and meet the needs of students' future development. The fourth part was the method or process which must be simple and practical, and the instruments developed by these methods or processes must be applied to actually happening in lives of students. The fifth part was the environment. It consisted of family environment and learning environment, and other environments the students contacted with. The environment must be safe and harmonious and be good for the development of students. According to Palmer (2007), Debnath (2005) and D'Souza & Maheshwari (2010), when the students in the learning process, they would get enough learning experience which was the important and main sources of motivation. This sources of motivation would be constantly updated along with the increasing of students' learning experience. Students' learning motivation plays a crucial role on students' achievement in foreign language learning, but in which there exist many reasons, mostly concentrated in the following aspects.

### **2.6.1 Teaching quality**

Teacher quality is an important element for students' achievement. How to improve the quality of teachers is the common concern of many scholars and researchers.

According to the examination of Goe (2007), he has divided the teacher quality into four classes which contained the qualifications as a teacher, a teacher's characteristics, a teacher's practices and teaching efficiency. Before this examination, the similar results were also found in many other studies. In some past literatures, this research topic on teacher quality was discussed by many researchers, which provided a valuable reference for later studies. This classification of four classes about teacher quality had an inalienable relations with the education policy of a country and also be influenced by other external factors. Moreover, the determination of teacher quality standard would change following the adjustment of education policy. And the teachers quality standards would be considered as the conditions of the teachers employed.

**2.6.1.1 Teacher Qualifications** is the first condition when a person go in a school or a classroom, because we know nothing about this person excepting this necessary proof . A teacher's quality is often measured by teacher qualifications which is the first element of teacher quality. Can the teachers' qualification reflect a teacher's teaching efficiency and will it help the students in their academic performance?

The answer is undoubted, but it is not always the same in all situations. Teacher's qualifications is also divided into many types. The special qualifications for teachers will has a great help for students in special subjects learning. This special qualifications for teachers is very obvious in math. There are a lot of researches have paid attention on this aspect. In the study conducted by Goe (2007), there were two main factors in the teachers' qualification had an important influence on students' academic performance:

1) Teaching knowledge: comparing with the teachers with less knowledge, the knowledgeable teachers will be more able to make students pay attention their subjects and get better learning achievement.

2) Teaching experience of teachers: for new teachers, teaching in the first five years will make them get rich teaching experience and their teaching will be very efficient. But five years later, the influence of their experiences on students will decrease gradually.

**2.6.1.2 Teacher characteristics** are an essential component of teacher quality which is rarely used to describe the relationship with learning achievement of students. Some characteristics of a teacher are inherent, while the rest of characteristics will change constantly according to the external factors. Based on the study of Goe (2007), all of these characteristics are closely associated with teachers' quality. Because in the process of teaching, these characteristics will be accepted by students and affect the students' academic performance. Teacher's attitude is also considered as an important factor of teacher quality. The findings of Goe' study show that these characteristics will affect students' learning achievement through teaching.

**2.6.1.3 Teacher Practices** will directly affect a teacher's teaching quality. A lot of researches focus on the relationship between teaching practice in schoolroom and students' learning achievement. As described in some researches, students' academic performance will directly reflect the quality of a teacher's teaching practices.

**2.6.1.4 Teacher Effectiveness** is regarded as the most critical component of teacher quality. At present, many researchers consider it as a very important research subject and believe that it has a positive effect on the students' lectures efficiency and achievement.

About the research issue of teacher quality, the researchers have not reached a consensus. Up to now, there is not an effective way to measure and confirm the influencing degree of teachers quality on students learning achievement. Other factors may limit the effect on students' learning performance in a certain area. The category of teacher quality is too wide to determine. And at the same time, students' learning achievement is also influenced by other factors, such as learning environment, parental involvement, personal attitude and personal interests and so on.

## **2.6.2 Teaching experience**

Although the results from some researches were different, most of the researchers acknowledged that the teaching experience had positive influence on students' academic performance. According to the findings of some researches, years of teaching experience was able to make the students obtain better learning achievement. And some other studies showed that if the teachers lacked experience in teaching, the students would get poor grades, and it could also make the truancy rate of students increase.

According to the researches from Klitgaard & Hall (1974) and Murnane & Phillips (1981), the teaching efficiency of teachers had a close relationship with years of teaching experience which had a positive effect on learning achievement of students. But this situation was not always same. In the research of Rosenholtz (1986), he indicated that teachers with no teaching experience or the teaching experience was less than three years, their efficiency was lower in the teaching process than those who had

teaching experience more than five years. Five years later, the benefits brought by experience in teaching started to slow down or even decline. The main reason was that the older teachers were no longer absorb new knowledge and experience, which made them be complacent and no longer progress. Moreover, the benefits brought by the experience also had a great relationship with the training of teachers. According to the study of Rosenholtz (1984), new teachers with adequate preparation before teaching would have a very high efficiency. Some other researches by Andrew & Schwab (1995), Denton & Peters (1988) showed that a recent graduate and a senior teacher were investigated in a research program which lasted for five years. After five years, that graduate was more confident than senior teachers in teaching.

According to the study by Murnane & Phillips (1981) and Vance & Schlechty (1982), in the case of lack of teachers' resources, a large number of teachers were hired, which would lead to uneven quality of teachers, and the teachers selected carefully by schools may retain higher quality and better teaching experience. Teaching experience of teachers was considered by many researchers as an important factor affecting student achievement. However, in some studies, the researchers believed that the factors included in teaching experience were not considered adequately. If considering the certification status and educational status of teachers, the results of some studies would not be persuasive.

Teaching experience plays an important role on student achievement. It is one of indispensable factors affecting student achievement. Although some researchers' opinions and conclusions are not very same, but still provide theoretical basis for the after researchers on the study of related topics.

### **2.6.3 Learning atmosphere**

Intelligence is not the key factor affecting students' learning achievement which is often closely linked with elements of the learning atmosphere. In the study conducted by Bosque & Dore (1998), they showed that the environment of teaching and learning included many factors, each of them had different functions. They also said that learning atmosphere was a collection of all the external factors apart from the personal internal factors. According to the description from Sandberg (1998), learning

atmosphere was composed of a number of factors, these factors interacted with each other and affected students' learning achievement together.

According to the study of Mitchell (1992), one's learning motivation was considered to be the most crucial factor which played a very important role in improving students' learning achievement. A study from Eccles, Wigfield & Schiefele (1998) illustrated that when the students went away from school, the influence of school's learning environment would decline on students' learning achievement. Schunk & Pajares (2002) explained the reasons for this situation, they showed that it was caused by the reducing of teacher's care and huge pressure from employment.

The family was another decisive factor which should not be to be ignored. Family was the basic form of society which a student contacted with first when the age of this students was very young. In the study of Rollins and Thomas (1979), their finding showed that the level of parental involvement was proportional to students' learning achievement. Bahr, Hawks & Wang (1993) suggested that as a part of the family environment, the students' religious beliefs also had a significant impact on their learning achievement. In the study from Cassidy and Lynn (1991), the process of family environment influencing on students' motivation and learning achievement was explored in detail. The finding showed that the motive acted as an intermediate variable among the individual factors, educationl level and family background. The students with high learning achievement would have some good characteristics, such as passion for learning, being full of curiosity, diligent efforts of individual and so on.

In the study conducted by Niebuhr (1995), some variables have been tested to find out the relation with learning performance of students. According to the results of examination, he found that the school environment and family atmosphere had a positive impact on students's learning achievement. Howse (1999) stated in his study that generally, students' learning achievement was manifested in the form of scores. If a student was concerned and encouraged by the teacher, he or she would show great interest and enthusiasm in learning. Niebuhr (1995) has expressed a different view in his study, he said that there was no much relationship between learning environment and the learning achievement of students. In the study conducted by Boggiano et. al. (1991), gender as a factor of learning motivation was also examined. The finding showed that the significant difference of gender impacting on students' learning

achievement was more obvious in aspect of females. The learning achievement of male students would more depend on their interest and enthusiasm. The finding from Schiefele et. al. (1992) also showed that the interest of the female students was not a main factor affecting on their academic achievement.

According to the study by Ferguson (1991), the number of family members and their income had a certain relation with students' learning achievement. Based on the analysis from Peng and Wright (1994), they have studied the factors influencing on students' learning achievement and found that family atmosphere and educational activities had a significant difference with students' learning achievement.

Therefore, the learning atmosphere of students consisted of many aspects, such as their living environment, school environment and the participation of parents and teachers. Studying the learning atmosphere can find the reason affecting the students achievement or performance. Researching this factor can also enhance the understanding of the factors of students' learning motivation, and make relevant departments to develop appropriate system and policy to improve the level of educational development and students' academic performance.

#### **2.6.4 Parental involvement**

Parental involvement plays a very important role in the process of students' learning and growing. It will directly affects the achievement of students in school, but also the success in their whole lives. In respect of the relationship between parental involvement and student achievement has been studied by many researchers, and they have got the similar conclusion: parental involvement will directly influence students' academic performance. And parents can also become an example to the students, make them be more responsible.

Many scholars and educators believe that parental involvement is indispensable element to students' academic achievement. Parental involvement will make students have more confidence in learning, so as to get better achievement. It will promote students' performance in all aspects. This research result is also accepted by most of parents and teachers.

Some researches conducted by Henderson & Mapp (2002) and Patrikakou, Weissberg, Redding & Walberg (2005) have showed that parental involvement begin

from the students' early childhood and throughout the entire lives of them. Many different methods have been used by researchers to evaluate students' learning achievement, for instance, students' attendance rates, grade point averages, homework completion, performance in classroom, the results of examinations. These results can directly reflect the degree of parental involvement in students' learning. And the results of parental involvement will be reflected when children enter kindergarten. Those whose parents participated in their early childhood will perform better. The result of parental involvement will reflect more strongly as the increasing of the students' ages.

According to the research conducted by Hammer (2003), he has described that parental involvement plays a very important role, just like the participation of teachers at school. The participation of parents also includes many basic elements, such as the participation in students' homework after school, the management of students' extracurricular time by parents, the students' school life parents concern about and all other things inside or outside of schools. Parents play an equally important role like teachers in student's academic achievement. Many researchers regard parental involvement as a key part influencing the students' learning achievement. In the study by Phillips (1998), he suggested that parental involvement is also affected by education status of parents which directly determines the level of parental involvement in students' learning.

Students' learning performance can be exactly predicted by parental involvement in senior schools. Education experts pointed out that the influence of parental involvement begins to be weak when the students enter adolescence. Generally, the students desire to be independent at the time of adolescent, but this situation is often misunderstood that parental involvement becomes an obstacle of students' development. However, some researches have pointed that if the students understand that parents are concerned about their learning and expect they can succeed in learning, they will put more efforts to study and get better achievement in return. Some other researches believed that students in adolescence who do not want their father and mother to interfere their personal life, because they think that their privacy may be violated. Some researches have also indicated that parental involvement will keep impacting on students' learning performance for a long time. This influence will still exist until they grow up. Especially the parents with higher education is more able

to converse with the students to express their expectations of hoping them study hard and getting good achievement. In addition to encouraging students' learning, the parents with higher education can also provide students with valuable advice or suggestion for their development in the future.

### **2.6.5 Family background**

According to Ezewu, E. (2003), family background of parents affects children especially in respect to their academic achievement. Obviously, the effect of family background on the students' learning achievement is an indispensable factor.

Family background includes many elements affecting the students achievement. From the purpose of logical presentation of facts, the information gathered from sources were presented under the following headings:

1. Effect of family background of parents towards the academic achievement of students.
2. Effect of literate and illiterate families on academic achievement of students.
3. Relationship between home environment and students' learning achievement.

#### **Effect of socio-economic status of parents toward the academic achievement of students**

Parental socioeconomic status also influences the level of educational achievement of the students in school. This is because of the availability of money and resources, the family will be able to provide them with all the needed materials. But the students from poor family background will be denied of this opportunity irrespective of their brilliant performances since there is no resources and money to back up their demand.

A study conducted by Ezewu (1994) showed that the parental status of society and economy would affect students' learning and particularly academic achievement in the following ways:

1. The degree of importance which each family attached to schools.
2. Financial expenditure including fees, textbooks and other equipment.

### 3. Facilities available at home.

A well-to-do family will have positive interest to education of their children not minding whether the child is brilliant or not. This will force parents to see to it that the materials needed are provided for the child with the available resources. Parents will be able to pay children school fees in time, buy text books and other equipment that will help to enhance the children academic achievement.

This shows that achievement of students in school depends on their parental socio-economic background. The availability of facilities such as tables, chairs, light and well conducive learning environment at home do help the child to learn better. All these should be present at home with the help of available resources.

Macfarland, M. S. (2003), in his book "Intelligent Teaching Professional Skills for Student Teachers" analyzed the chance of placement of children from middle or working class and lower class family in comprehensive high school and secondary Modern school. He found out that 72 percent of children from family of lower class against 28 percent of children from middle class were placed in Comprehensive High school. He also found out that 10 percent of children from family of lower class against 90 percent of children from middle class were placed in Modern Secondary School based on intelligent quotient.

This means that children from family of lower socio-economic class usually find themselves in local schools, where much will not be demanded from them. But children from middle socio-economic class are found in better school irrespective of the high cost of things there.

Harighurst et. al. (2002) observed that the existence of socio-economic class of parents affects the development of a child. He divided the class into unskilled, party skilled, intermediate and professional which goes with variation in provision for the children. He said that children whose parents are from skilled, intermediate and professional class will develop physically and intellectually as there are resources for the provision of their needed materials that will assist in learning. Whereas children from unskilled and party skilled parents will not develop physically and intellectually as there is no financial assistance.

Stones (2004) is with the view that economically and culturally, poor homes do not provide the stimulation necessary for the development of intellectual

abilities involving in school learning. Certain physical conditions that exist at home, poor housing and overcrowding environment are often associated with poor academic achievement and adjustment. Poor clothing, malnutrition, lack of adequate sleep and rest, all have profound effects on how they behave and react.

### **Effect of literate and illiterate family on the academic achievement of students**

Most researchers have confirmed the effect of illiteracy of families on their wards performance in schools. students whose families are illiterate have been seen to lack home encouragement. This implies that as some illiterate families refuse to provide their wards with needed textbooks, they are discouraging them from learning.

David (2007) stated that textbooks aid studies after normal classroom teaching.

Also, many students lack parental assistance as a result of their illiteracy and ignorance. They fail to motivate, reinforce, give reward and punish their children on their performance which might have forced them to be serious in learning.

On the other hand, literate families have interest on their wards performance. They struggle to provide them with needed materials and stand the chance of giving adequate encouragement through counseling.

Mario (2006) conducted a research work and discovered that domestic work has an effect on students performance especially the ones born to poor parents who go about hawking some food items before going to school. The resultant effect of parents attitudes is that the student is late for school, sleep in class during lesson due to weakness, he does not pay attention, cannot concentrate, find it difficult to obey simple school rules, is forgetful, and finally fails to do assignment.

On the other hand, literate families having known the important of education even draw-up a reading time table for their children. They also arrange for part time teachers to teach their wards, check their workbooks from time to time and provided adequate motivation and rewards when they perform better in class assignment and activities, test and examination.

### **Relationship between home environment and academic achievement of students**

According to Hurlock (2005), the home background and parental attitude to school activities and education generally are some of the strongest and most persistent in determining a student's interest and his consequent attitudes to education.

Education and occupation of parents with their income to a large extent defines the condition of the home.

“Home condition” is among other factors that affect a student's success during an intelligent test or in learning achievement.

Farrant (2004) confirmed that children who grow in homes where the mind is stimulated developed mentally more than those from homes where there is no incentive for mental growth, exercise. He added that once a person was stimulated by the change of environment, the behaviors of this person would also change correspondingly.

The home environment of a student affect his or her academic achievement. Students who do perform poorly on mental ability test often do better on the same test after being placed in a ‘richer’ environment which stimulate the growth of mental abilities.

It is an observable fact that parents of very large families tend to have occupation in the semi-skilled, unskilled and laboring categories, and that their children are likely to be average or below average in intelligent quotient, whereas the bright student tends to come from small family groups with skilled occupation.

Hurlock (2003) again stated that a large proportion of students who are diligent and exhibit deviant behaviors are from the disadvantaged home background. In such home backgrounds, the children are not directed towards the right path to life. Such children are consequently often emotionally depressed and lack social adjustment and poor attitude to school work, and got bad achievement.

#### **2.6.6 Personal Interest**

In the studies of Hidi & Harackiewicz (2000), Chen (2001), Chen & Ennis (2004) and Chen & Shen (2004), all of them said that among all the motivation factors, the interest was considered to be one of the most important factors which affected the

academic performance of students. And in the studies conducted by Solmon (1996), Chen (2001) and Xiang et al. (2005), they got the same conclusions: in the aspect of influencing students' academic performance, interest played a vital role.

Dewey (1913) was the first one who has studied the effect of the interest on students' learning achievement in his work. In this one hundred years, researchers have also been exploring the importance of interest in learning achievement. The researchers Piaget (1981), Hidi & Anderson (1992), and Hidi & Harackiewicz (2000) have also found that interest played a important role on students' learning achievement. According to the suggestion of Hidi & Renninger (2006), this fact, interest would affect a person's learning achievement, has been repeatedly found in many other studies. The researchers Xiang et al. (2005) have captured the influence of interest on one's learning motivation. They added that interest was the most important internal motive which could predict the one's plans in the future. Moreover, in the studies of Alexander, Jetton, & Kulikowich (1995) and Hidi (2000), they found that interest was not affected by other factors, it would exist by overriding the external motivation and other internal motives. Overall, all the literatures on researching interest came to a conclusion: interest did have a great impact on one's academic performance.

In the studies of Ennis, Cothran & Davidson (1997) and Lipstein & Renninger (2006), it was found that interest has been considered one of the key factors in students' learning. But most of teachers still did not develop a corresponding method to help students in improving their interest. In the process teaching, the teachers just simply understood whether the students had interest or not, they would continue to attract the attention of the students who were interested in learning, but they often ignored the students who lacked of interest in learning.

In most of studies, motivation was considered to be the key factor in affecting learning achievement of students. According to the study conducted by Qin (2002), she suggested that motivation played a vital role in foreign language learning, success or failure was inseparable from motivation. The students' learning process would be directly affected by the motivation, such as learning planning and different goals setting. She also added that if a person was encouraged by a motive, no matter what problems the person met during the process of learning, he or she would be leisurely to solve these problems with confidence. In many researches, motivation was

seen as a very important factor which directly affected the students' achievement in foreign language learning.

Albrecht et al.(2009) tried to improve secondary school students' achievement using intrinsic motivation. They found that when the intrinsic motivation of students increased, their academic achievement also increased.

In the study conducted by Unrau and Schlackman (2006), they have surveyed some middle schools in big cities to find the impact of external and internal motivation on the performance of reading. The results showed that internal motivation was correlated with students' reading scores highly, it had a positive influence on the achievement of reading. But the external motivation had a negative influence on students' reading scores.

Also, Ariogul (2009) investigated the academic motivation of Turkish preserved English teachers and found that first and fourth years students were more motivated than second and third year students and the third year students were the least motivated. Besides, females and males had similar motivational levels and the intrinsic motivation was a sign of academic achievement.

### **2.6.7 Personal Effort**

After reviewing past literature, regarding the relationship between personal effort and learning achievement, the researchers held different points of view. According to results of some studies, a positive relationship existed between personal effort and academic performance, but some other researches considered that the relationship between personal effort and academic performance was negative. In the study of Stewart (2008), he has researched how the personal effort can impact the learning achievement of students. The results showed that the amount of personal effort was directly proportional to his or her achievement, and the personal effort can well predict one's learning achievement.

Although most of studies agreed that the relationship between personal effort and academic performance was positive, a few researches took the opposite viewpoint. Chassie et al. (2004) have studied the relationship between students' learning achievement and their efforts. In their study, some extrinsic factors were

conducted, such as the learning achievement of last semester and personal capability. The finding showed that individual effort was not related to the learning performance.

### **2.6.8 Personal Attitude**

In the light of the past literatures, one theory was found by some researchers to explain the relationship between personal attitude and learning achievement. In the study of Fishbein and Ajzen (1975), a model of value-expectancy was conceived to find whether a person's behavior could be determined by personal attitude. On the basis of this model, they found that with regard to a target, a person would form a kind of attitude by assessing its value, when the person undergo this course, he or she would hold a positive or negative view for that target. And the attitude the person held would affect the behaviors in regard to the special target. This result is a good explanation which illustrated that personal attitude could well predict one's learning achievement.

Apart from the theoretical debate, the relationship between personal attitude and learning achievement was studied by many researchers. In the light of the past literatures, most of researchers agreed that personal attitude could predict one's academic achievement accurately. They also stated that personal attitudes was directly proportional to academic performance. If a person's attitude was positive, the results the person got would be good. Otherwise, the results would be opposite. According to the study of House (1995), he has invited 218 students to finish a set of questionnaires to researched the relationship between the attitudes of students and their learning performance in an university. The finding showed that the students' attitudes were associated with their academic performance in university. In the study of Reynolds and Walberg (1992), they also evaluated the relationship between personal attitude and academic performance in mathematics. The result showed that the student's learning attitude has a great impact on their learning results.

In conclusion, there ought to exist inevitable relationship between the learning motivation and students' achievement. Studying the motivation of students in learning Chinese language, finding the real need of the students, the teachers can formulate the corresponding countermeasures to improve the students' achievement in Chinese learning. This is also the key research question of this study.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the methods used were explained by the researcher in finding out the factors of students' motivation affect the students learning achievement in Chinese language learning. The researcher focuses on the students in learning Chinese at the senior high schools in HuayKuang District in Bangkok, Thailand since it was researcher personal's interest. This chapter was divided into five parts, namely: (3.1) research design, (3.2) population and sample, (3.3) research instruments, (3.4) data collection, and (3.5) data analysis. Following are the details explained.

#### **3.1 Research Design**

In this study, a quantitative method was used to collect the information and opinions as necessary data through sending simple descriptive survey questionnaire to the respondents, to find out the factors that affect the motivation of the students in Chinese learning at the senior high schools in HuayKuang District in Bangkok, Thailand.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

According to the enrollment of students in Chinese learning at the three senior high schools in HuayKuang District in Bangkok, Thailand. In 2013, there are 468 students learning Chinese language. All students are in grade 10 to grade 12. Most of them did not have experience of learning Chinese before their enrollment, hence the population size of this research is 468 students in Chinese learning at the three senior high schools in HuayKuang District in Bangkok, Thailand.

### 3.2.2 Sample Size

The Yamane formula (Yamane, 1967) was used to calculate the sample size of the respondents' number. As a result of, the sample size was 216 students in this study.

### 3.2.3 Sampling Method

Multi-stage random sampling was performed with the following steps:

**Step one:** The stratified random sampling from three grades were Gread 10, Gread 11 and Gread 12.

**Step two:** The sample size was known by the method of proportional to size sampling from the students who were studying Chinese at the three senior high schools in HuayKuang District in the secondary semester of 2013 school year.

**Step three:** Simple Random Sampling.

Because the number of students in each grade is different, the samples had to be drawn proportionally, as well as randomly. The sample number in this study was 46% percent of the number of students in each grade. There were 216 students were investigated to collect data proportionally and randomly in three grades in total at the three senior high schools in HuayKuang District in Bangkok, Thailand.

**Table 3.1** Description of schools and students in three schools

| Name of schools          | Number of students |           |           | Total      |
|--------------------------|--------------------|-----------|-----------|------------|
|                          | Grade 10           | Grade 11  | Grade 12  |            |
| Chanhun Bumpen School    | 24                 | 30        | 24        | 78         |
| Kunnateerutharam         | 26                 | 28        | 21        | 75         |
| Vittayakhom School       |                    |           |           |            |
| Treampat Ratchada School | 20                 | 23        | 20        | 63         |
| <b>Total</b>             | <b>70</b>          | <b>81</b> | <b>65</b> | <b>216</b> |

### 3.3 Research Instruments

The questionnaire consists of two parts:

#### *Part I Background Information*

The first part of the questionnaire was used to obtain the participants background information such as name of school, what scores did they obtain for Chinese language class last semester, gender, age, period of learning Chinese language and grade in Chinese subject.

#### *Part II The factors of learning motivation affect the achievement of the students in Chinese language learning*

The second part of the questionnaire consists of 35 items. Scale responses were made on a 5-point Likert scale; 1 (*lowest*), 2 (*low*), 3 (*moderate*), 4 (*high*), and 5 (*highest*).

The following nine subscales were administered, namely: teaching quality (5 items), Teaching experience (5 items), learning atmosphere (5 items), parental involvement (3 items), family background (4 items), personal interest (3 items), personal effort (3 items), personal attitude (3 items) and learning achievement (4 items). All items were adopted from Hsiao Lin Tuana, Chi Chin Chinb & Shyang Horng Shiehc (2005)'s work and the content of the questionnaire was modified by the researcher base on the context of current situation.

**Table 3.2** Description of table of specification

| <b>Learning Motivation and Learning achievement</b> | <b>Number of items</b> | <b>Item</b> | <b>Weight(%)</b> |
|---|------------------------|-------------|------------------|
| 1.Teaching quality                                  | 5                      | 1-5         | 14.28%           |
| 2.Teaching experience                               | 5                      | 6-10        | 14.28%           |
| 3.Learning atmosphere                               | 5                      | 11-15       | 14.28%           |
| 4.Parental involvement                              | 3                      | 16-18       | 8.57%            |
| 5.Family background                                 | 4                      | 19-22       | 11.44%           |
| 6. Personal interest                                | 3                      | 23-25       | 8.57%            |

**Table 3.2** Description of table of specification (cont.)

| <b>Learning Motivation and Learning achievement</b> | <b>Number of items</b> | <b>Item</b> | <b>Weight(%)</b> |
|---|------------------------|-------------|------------------|
| 7. Personal effort                                  | 3                      | 26-28       | 8.57%            |
| 8. Personal attitude                                | 3                      | 29-31       | 8.57%            |
| 9. Learning achievement                             | 4                      | 32-35       | 11.44%           |
| <b>Total</b>  | <b>35</b>              |             | <b>100.00%</b>   |

In Table 3.3, after data analysis, the explanation of mean scores was shown. The number of responses in each category is tabulated together with percentages expressed as a proportion of total responses (excluding missing responses).

**Table 3.3** Interpretation of the range of mean scores as the levels of learning motivation

| <b>Range of Mean Score</b> | <b>Meaning</b> |
|----------------------------|----------------|
| 4.21-5.00                  | Highest level  |
| 3.41-4.20                  | High level     |
| 2.61-3.40                  | Moderate level |
| 1.81-2.60                  | Low level      |
| 1.00-1.80                  | Lowest level   |

### **The development and quality of the questionnaire**

The quality of the instruments was examined as follows:

#### **1) Content Validity**

The instrument is designed to measure the learning motivation of students. The learning motivation questionnaires are all adopted from Hsiao Lin Tuana, Chi Chin Chinb & Shyang Horng Shiehc (2005)'s work.

The instruments were examined by three experts to confirm its content validity and item-objective congruence (IOC). After the content validity of the items was discussed with three experts members of Mahidol University, as a result, the highest index of item-Objective Congruence personal interest and the lowest family background were found out.

**Table 3.4** Item–Objective Congruence

| <b>Variables</b>     | <b>IOC</b> |
|----------------------|------------|
| Family background    | 0.68       |
| Teaching quality     | 0.74       |
| Parental involvement | 0.76       |
| Teaching experience  | 0.83       |
| Learning achievement | 0.87       |
| Learning atmosphere  | 0.90       |
| Personal effort      | 0.91       |
| Personal attitude    | 0.94       |
| Personal interest    | 0.95       |

## 2) Reliability

The reliability of the instruments was tested by Pilot study in one of the secondary schools under Huaykuang district. The total of 30 students were selected randomly to response the respective questionnaires. After that, the internal consistency of the descriptive questionnaires was assessed by computing Cronbach's alpha coefficient (1970). The Cronbach's Alpha value above 0.6 was considered to be acceptable. Personal interest was the highest with a Cronbach's Alpha value 0.96 and learning achievement was the lowest with a Cronbach's Alpha value 0.62.

**Table 3.5** Cronbach's Alpha value

| <b>Variables</b>     | <b>Cronbach's Alpha value</b> | <b>Internal consistency</b> |
|----------------------|-------------------------------|-----------------------------|
| Learning achievement | 0.62                          | Acceptable                  |
| Teaching experience  | 0.65                          | Acceptable                  |
| Learning atmosphere  | 0.72                          | Good                        |
| Parental involvement | 0.78                          | Good                        |
| Family background    | 0.83                          | Good                        |

**Table 3.5** Cronbach's Alpha value (cont.)

| Variables         | Cronbach's Alpha value | Internal consistency |
|-------------------|------------------------|----------------------|
| Teaching quality  | 0.87                   | Good                 |
| Personal attitude | 0.89                   | Good                 |
| Personal effort   | 0.90                   | Excellent            |
| Personal interest | 0.96                   | Excellent            |

### 3.4 Data Collection

The data collection was done in the following steps:

- 3.5.1 Prepare the questionnaire.
- 3.5.2 Request the principals' verbal permission to collect data from the three schools.
- 3.5.3 The questionnaire were distributed to the students randomly.
- 3.5.4 Collect the questionnaires returned and check the completeness.

### 3.5 Data Analysis

The statistical package was used to analyze the data. The analytical methods in this study was divided into two parts as follows:

#### *Part I The analysis of participants' background information*

- 1) To study the participants' background information by using frequency and percentage.

#### *Part II The analysis for research questions*

- 1) To study the variables' background information by using mean and standard deviation.
- 2) To analyze the relationships between learning motivation and learning achievement in Chinese language learning of high school students by Pearson correlation analysis.

3) To examine predictive factors of learning motivation on achievement in Chinese language learning of high school students by Multiple Regression Analysis.



## CHAPTER IV

### RESULTS

This chapter presents the findings of the learning motivation and achievement in Chinese language learning of senior high schools' students in Huaykuang District Bangkok, Thailand. The detailed analyses are presented as follows: (4.1) Background information of the students, (4.2) The level of learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand, (4.3) The relationship between learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand, and (4.4) The predictive factors for achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

#### 4.1 Background information of the students

**Table 4.1** Frequency and percentage of the students' general information (N=216)

| General Information                 | Frequency (n) | Percentage (%) |
|-------------------------------------|---------------|----------------|
| <b>1. Name of school</b>            |               |                |
| Chanhun Bumpen School               | 78            | 36.10          |
| Kunnateerutharam Vittayakhom School | 75            | 34.70          |
| Treampat Ratchada School            | 63            | 29.20          |
| <b>Total</b>                        | <b>216</b>    | <b>100.00</b>  |

**Table 4.1** Frequency and percentage of the students' general information (cont.)(N=216)

| <b>General Information</b>  | <b>Frequency (n)</b> | <b>Percentage (%)</b> |
|---|----------------------|-----------------------|
| <b>2. The grade obtained for Chinese language class last semester</b> |                      |                       |
| 4   | 56                   | 25.90                 |
| 3   | 74                   | 34.30                 |
| 2   | 57                   | 26.40                 |
| 1   | 29                   | 13.40                 |
| Not pass  | 0                    | 0.0                   |
| <b>Total</b>  | <b>216</b>           | <b>100.00</b>         |
| <b>3. Gender</b>  |                      |                       |
| Male  | 88                   | 40.70                 |
| Female  | 128                  | 59.30                 |
| <b>Total</b>  | <b>216</b>           | <b>100.00</b>         |
| <b>4. Period of learning Chinese language</b>                         |                      |                       |
| Less than 1 year  | 14                   | 6.5                   |
| 1~2 years   | 90                   | 41.7                  |
| 2 ~ 3 years   | 72                   | 33.3                  |
| More than 3 years   | 40                   | 18.5                  |
| <b>Total</b>  | <b>216</b>           | <b>100.00</b>         |
| <b>5. Grade in Chinese subject</b>                                    |                      |                       |
| Grade 10  | 70                   | 32.4                  |
| Grade 11  | 81                   | 37.5                  |
| Grade 12  | 65                   | 30.1                  |
| <b>Total</b>  | <b>216</b>           | <b>100.00</b>         |

Table 4.1 shows the background information of the students in terms of name of school, grade obtained for Chinese language class last semester, gender, period of learning Chinese language, and grade in Chinese subject. The sample consisted of 216 participants: 78 students of Chanhun Bumpen School (36.10%), 75 students of Kunnateerutharam Vittayakhom School (34.70%) and 63 students of Treampat Ratchada School (29.20%). The majority of respondents' gender were female (59.30%) and learning Chinese language 1-2 years (41.70%).

## 4.2 The level of learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

This part presented the descriptive statistics of all observed variables. The descriptive statistics include mean (M) and standard deviation (S.D.). All the findings were displayed in Table 4.2–Table 4.11.

**Table 4.2** Learning motivation on teaching quality (N=216)

| Statements  | Mean        | S.D        | Meaning     |
|---|-------------|------------|-------------|
| 1. A Chinese teacher's major is related with Chinese teaching or relevant majors. | 4.41        | .60        | Highest     |
| 2. Some teacher's characteristics attract the students to listen carefully.       | 4.19        | .70        | High        |
| 3. The teacher has rich professional knowledge.                                   | 4.23        | .70        | Highest     |
| 4. The teacher can make the students understand the content in classroom faster.  | 4.09        | .72        | High        |
| 5. Give tests to the students timely to understand their learning situation.      | 4.01        | .79        | High        |
| <b>Total</b>  | <b>4.19</b> | <b>.49</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.2 showed that the overall learning motivation on teaching quality was at high level; where the mean score was 4.19. The item “A Chinese teacher's major is related with Chinese teaching or relevant majors” had the highest mean score of 4.41. And the item “Give tests to the students timely to understand their learning situation” was rated as high, even though it had the lowest mean score of 4.01.

**Table 4.3** Learning motivation on teaching experience (N=216)

| Statements  | Mean        | S.D        | Meaning     |
|---|-------------|------------|-------------|
| 1. Using the standard Chinese textbooks.                            | 4.56        | .61        | Highest     |
| 2. More varied teaching methods are used in teaching.               | 3.87        | .82        | High        |
| 3. The teacher has taught Chinese for several years.                | 4.29        | .66        | Highest     |
| 4. Require the students to communicate in Chinese in the classroom. | 3.72        | .92        | High        |
| 5. The teacher can mobilize the classroom atmosphere properly.      | 3.91        | .81        | High        |
| <b>Total</b>  | <b>4.07</b> | <b>.48</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.3 showed that the overall teaching experience of learning motivation was at high level with a mean score of 4.07. The participants rated the item “using the standard Chinese textbooks” as the highest in teaching experience with a mean score of 4.56. The item “require the students to communicate in Chinese in the classroom” was considered high, even though it had the lowest mean score of 3.72.

**Table 4.4** Learning motivation on learning atmosphere (N=216)

| Statements  | Mean        | S.D        | Meaning     |
|---|-------------|------------|-------------|
| 1. Has harmonious family relations.                       | 4.00        | .76        | High        |
| 2. Has good learning atmosphere in school.                | 4.06        | .72        | High        |
| 3. Has a good relationship with classmates and friends.   | 4.31        | .71        | Highest     |
| 4. The family members who can counsel students' learning. | 3.85        | .91        | High        |
| 5. Be paid attention by the teachers.                     | 4.36        | .67        | Highest     |
| <b>Total</b>  | <b>4.11</b> | <b>.50</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.4 showed that the overall learning atmosphere of learning motivation was at high level with a mean score of 4.08. The item “be paid attention by the teachers” got the highest mean score of 4.36. The item “The family members who can counsel students' learning” received the lowest mean score 3.85 in the aspect of learning atmosphere, but the mean score still high.

**Table 4.5** Learning motivation on parental involvement (N=216)

| Statements   | Mean        | S.D        | Meaning     |
|--|-------------|------------|-------------|
| 1. Parents are concerned about students' Chinese language learning.    | 3.56        | .96        | High        |
| 2. Parents' advice about choosing the foreign language for students.   | 3.77        | 1.01       | High        |
| 3. Parents' encouragement when well done in foreign language learning. | 4.15        | .85        | High        |
| <b>Total</b>   | <b>3.83</b> | <b>.76</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.5 showed that the overall learning motivation on parental involvement was at high level with a mean score of 3.83. The item “parents' encouragement when well done in foreign language learning.” received the highest mean score of 4.15. And the item “parents are strict with student's Chinese language learning” was in the high level with the lowest mean score of 3.56.

**Table 4.6** Learning motivation on family background (N=216)

| Statements  | Mean        | S.D        | Meaning     |
|---|-------------|------------|-------------|
| 1. The parents' education level will influence on students' Chinese language learning.              | 3.54        | .92        | High        |
| 2. The family's background of ethnic Chinese will influence on students' Chinese language learning. | 2.81        | 1.51       | Moderate    |
| 3. The social relationship of the family will influence on students' Chinese language learning.     | 4.24        | .79        | Highest     |
| 4. The income level of the parents will influence on students' Chinese language learning.           | 3.53        | .78        | High        |
| <b>Total</b>  | <b>3.53</b> | <b>.72</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.6 showed that the overall learning motivation on family background was at high level with a mean score of 3.53. The item "the social relationship of the family" received the highest mean score of 4.24. On the other hand, the item "the family has background of ethnic Chinese" was at moderate level with the lowest mean score of 2.81.

**Table 4.7** Learning motivation on personal interest (N=216)

| Statements                                  | Mean        | S.D        | Meaning        |
|---|-------------|------------|----------------|
| 1. Chinese language is useful.              | 4.51        | .64        | Highest        |
| 2. Chinese language is interesting.         | 4.24        | .75        | Highest        |
| 3. Attracted by Chinese culture or history. | 4.10        | .77        | High           |
| <b>Total</b>                                | <b>4.28</b> | <b>.56</b> | <b>Highest</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.7 showed that the aspect of learning motivation on personal interest was at the highest level with a mean score of 4.28. The item "Chinese language is useful" was at the highest level and got the highest mean score of 4.51.

And the item “attracted by Chinese culture or history” was at the high level and had the lowest mean score of 4.10.

**Table 4.8** Learning motivation on personal effort (N=216)

| Statements  | Mean        | S.D        | Meaning     |
|---|-------------|------------|-------------|
| 1. Spend a lot of time on Chinese learning.                     | 3.66        | .84        | High        |
| 2. Make lots of efforts for Chinese learning.                   | 3.88        | .80        | High        |
| 3. Spend much on tutorial lesson and buying learning materials. | 3.21        | 1.08       | Moderate    |
| <b>Total</b>  | <b>3.58</b> | <b>.73</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.8 showed that the personal effort of learning motivation was at the high level with a mean score of 3.58. The item “make lots of efforts for Chinese learning” was at the high level with the highest mean score of 3.71. On the other hand, the item “spend much on tutorial lesson and buying learning materials” was at the moderate level with the lowest mean score of 3.21.

**Table 4.9** Learning motivation on personal attitude (N=216)

| Statements                                   | Mean        | S.D        | Meaning     |
|--|-------------|------------|-------------|
| 1. Listen carefully in class.                | 3.94        | .78        | High        |
| 2. Finish the homework on time.              | 3.69        | .88        | High        |
| 3. I will ask the teacher if not understand. | 3.62        | .99        | High        |
| <b>Total</b>                                 | <b>3.75</b> | <b>.71</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = high

Table 4.9 showed that the personal attitude of learning motivation was at the high level with a mean score of 3.75. The item “listen carefully in class” was at the high level with the a highest mean score of 3.94. On the other hand, the item “I will ask the teacher if not understand” was at the high level with the lowest mean score of 3.62.

**Table 4.10** Summary of the overall level of learning motivation of high schools' students in Huaykuang District Bangkok, Thailand (N=216)

| Learning motivation     | Mean        | S.D        | Meaning     |
|-------------------------|-------------|------------|-------------|
| 1. Teaching quality     | 4.19        | .48        | High        |
| 2. Teaching experience  | 4.07        | .48        | High        |
| 3. Learning atmosphere  | 4.11        | .50        | High        |
| 4. Parental involvement | 3.83        | .76        | High        |
| 5. Family background    | 3.53        | .72        | High        |
| 6. Personal interest    | 4.28        | .56        | Highest     |
| 7. Personal effort      | 3.58        | .73        | High        |
| 8. Personal attitude    | 3.75        | 0.71       | High        |
| <b>Total</b>            | <b>3.92</b> | <b>.42</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = highest

Table 4.10 showed that the overall level of learning motivation in Chinese language learning of high schools' students in Huaykuang District Bangkok, Thailand were high with a mean score of 3.92 and a standard deviation of 0.42. The personal interest had the highest level with a mean score of 4.28. The second highest aspect was the teaching quality which had a mean score of 4.19.

**Table 4.11** The achievement in Chinese language learning of high schools' students in Huaykuang District Bangkok, Thailand (N=216)

| Statements  | Mean        | S.D        | Meaning     |
|---|-------------|------------|-------------|
| 1. I can communicate with Chinese teachers or other people in simple Chinese. | 3.28        | 1.10       | Moderate    |
| 2. I can read and write chinese independently.                                | 3.37        | .99        | Moderate    |
| 3. I can understand and apply the knowledge what I learned from the class.    | 3.54        | .88        | High        |
| 4. I can earn good score in the examination.                                  | 3.46        | .98        | High        |
| <b>Total</b>  | <b>3.44</b> | <b>.80</b> | <b>High</b> |

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = high

Table 4.11 showed that the learning achievement was at the high level with a mean score of 3.44 and a standard deviation of 0.80. The item “I can understand and apply the knowledge what I learned from the class” was at the high level with a highest mean score of 3.54. On the other hand, the item “I can communicate with Chinese teachers or other people in simple Chinese” was at the moderate level with the lowest mean score of 3.24.

### 4.3 Relationship between learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

This section of analysis used Pearson's correlation coefficients to describe the relationship between learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand, which was showed in Table 4.12.

**Table 4.12** Correlation among the main variables of learning motivation and between the main variables of learning motivation and learning achievement

| Research Variable          | TQ     | TE     | LA     | PI | FB | PIN | PE | PA | LAC |
|----------------------------|--------|--------|--------|----|----|-----|----|----|-----|
| Teaching quality ( TQ)     | 1      |        |        |    |    |     |    |    |     |
| Teaching experience ( TE)  | .570** | 1      |        |    |    |     |    |    |     |
| Learning atmosphere ( LA)  | .486** | .448** | 1      |    |    |     |    |    |     |
| Parental involvement ( PI) | .337** | .268** | .432** | 1  |    |     |    |    |     |

**Table 4.12** Correlation among the main variables of learning motivation and between the main variables of learning motivation and learning achievement (cont.)

| Research Variable          | TQ     | TE     | LA     | PI     | FB     | PIN    | PE     | PA     | LAC |
|----------------------------|--------|--------|--------|--------|--------|--------|--------|--------|-----|
| Family background (FB)     | .256** | .287** | .431** | .425** | 1      |        |        |        |     |
| Personal interest (PIN)    | .456** | .405** | .368** | .293** | .150*  | 1      |        |        |     |
| Personal effort (PE)       | .360** | .424** | .388** | .466** | .386** | .428** | 1      |        |     |
| Personal attitude (PA)     | .401** | .386** | .446** | .331** | .315** | .375** | .565** | 1      |     |
| Learning achievement (LAC) | .326** | .349** | .347** | .242** | .429** | .320** | .662** | .638** | 1   |

Note: \* $p < .05$ . \*\* $p < .01$ .

This part of analysis used Pearson's correlation coefficients to describe the relationships between learning motivation and learning achievement. Learning motivation has eight dimensions.

The significant correlations among the eight dimensions of learning motivation ranged from  $r = .150$  ( $p < .05$ ) to  $r = .570$  ( $p < .01$ ). Teaching quality and teaching experience had a highest positive correlation ( $r = .570$ ).

The significant correlations among the variables of learning motivation and learning achievement ranged from  $r = .242$  ( $p < .01$ ) to  $r = .662$  ( $p < .01$ ). Personal effort and learning achievement had a highest positive correlation ( $r = .662$ ).

After correlation analysis, the stepwise multiple regression analysis was used to further analyze 8 variables, however, only 4 factors showed significant effect on learning achievement.

#### 4.4 Predictive factors for achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

This section of analysis described the predictive factors of learning motivation that affect achievement and the significant effect of predictive factors of learning motivation on achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand, which were showed in Table 4.13 and Table 4.14.

**Table 4.13** The predictive factors of motivation that affect achievement in Chinese language learning

| Model | R                 | R <sup>2</sup> | Adjusted R <sup>2</sup> | R <sup>2</sup> Change |
|-------|-------------------|----------------|-------------------------|-----------------------|
| a     | .638 <sup>a</sup> | .407           | .404                    | .407                  |
| b     | .712 <sup>b</sup> | .507           | .502                    | .100                  |
| c     | .728 <sup>c</sup> | .530           | .524                    | .023                  |
| d     | .741 <sup>d</sup> | .549           | .540                    | .019                  |

Note: a. Predictors: (Constant), PA.

b. Predictors: (Constant), PA, PE

c. Predictors: (Constant), PA, PE, FB

d. Predictors: (Constant), PA, PE, FB, PI

In table 4.13, the Stepwise Multiple Regression Analysis was carried out to examine the predictive factors for achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand. There were four independent variables determined which were personal attitude (PA), personal effort (PE), family background (FB), parental involvement (PI). The last four variables were found to be non-significant.

Table 4.13 indicated that when all four independent variables were included in the regression model, the coefficient of determination was  $R^2 = .549$  which meant that the predictive factors had 54.9% positive effect on learning achievement. It showed that the predictive factors of learning motivation measured were the most significant variables which can predict the achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand with a significance at high level.

**Table 4.14** Significant effect of predictive factors of learning motivation on achievement in Chinese language learning

| Model                | $\beta$ | t      | Sig. |
|----------------------|---------|--------|------|
| Personal attitude    | .407    | 7.188  | .000 |
| Personal effort      | .385    | 6.342  | .000 |
| Family background    | .212    | 4.023  | .000 |
| Parental involvement | -.162   | -2.960 | .003 |

\*\* . Coefficient is significant < 0.01

Table 4.14 showed the level of significant effect of learning motivation on learning achievement. The personal attitude indicated the most significant effect on learning achievement with the highest coefficient ( $\beta = .407$ ) and highest significant level ( $p = .000$ ). The remaining three independent variables of learning motivation were in the following order of decreasing effect on learning achievement: personal effort, family background and parental involvement whose coefficient value were ( $\beta = .385$ ,  $\beta = .212$ ,  $\beta = -.162$ ). It revealed that the four independent variables of learning motivation had most significant effect on achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand. But parental involvement had a negative effect on achievement in Chinese language learning.

The regression equation from standard score is following:

$$\text{Learning Achievement} = 0.407 \text{ Personal attitude}^{**} + 0.385 \text{ Personal effort}^{**} + 0.212 \text{ Family background}^{**} - 0.162 \text{ Parental involvement}^{**}$$

## **CHAPTER V**

### **DISCUSSION**

The purposes of this study were to research the level of learning motivation, the level of learning achievement, the relationship between learning motivation and learning achievement and the predictive factors for achievement in Chinese language of high school students in Huaykuang District Bangkok, Thailand. In this study, a quantitative research method was used to collect data. The findings of this research are discussed in the following aspects:

5.1 The relationship between learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand

5.2 The predictors from learning motivation for achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand

#### **5.1 The relationship between learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand**

From the finding of this survey, there was a statistically significant difference between the two main variables. Learning motivation had a highest positive correlation with learning achievement and each variable of learning motivation had a positive correlation with learning achievement. Among them, personal effort, personal attitude and family background had the highest positive correlation with learning achievement.

Personal effort had the highest positive correlation with learning achievement ( $r = .662$ ). The results were consistent with the research by Stewart (2008). He found that the effort that students paid in learning was directly proportional

to their learning achievement . There were some other studies have also researched the relationship between personal efforts and their learning performance and the findings showed that a positive relationship existed between the personal efforts and learning achievement.

Personal attitude had the second highest positive correlation with learning achievement ( $r = .638$ ). The results were consistent with the finding by Reynolds and Walberg (1992). In their study, the relationship between personal attitude and learning achievement in foreign language learning has been evaluated. The findings showed that the personal attitude had a strong effect on learning achievement of the students. The relationship between personal attitude and learning performance was also studied by the researcher House (1995). His finding showed that students' attitudes associated with their academic performance highly. Personal attitude is an indispensable factor to learn a foreign language. If students do not have good learning attitude, it would be impossible to get good achievement.

Family background had the third highest positive correlation with learning achievement ( $r = .429$ ). In the finding of Ezewu (2003), the family background of parents affects children especially in respect to their academic achievement. And Hurlock (2005) also found that the family background and parental attitude to school activities and education generally are some of the strongest and most persistent in determining a student' s interest and his consequent attitudes to education. Obviously, the influence of family background on the students' academic achievement in learning is an indispensable factor.

Overall, from the finding of this survey, learning motivation had a highest positive correlation with learning achievement. The findings of most studies have proved that the influence of learning motivation on achievement in foreign language learning is positive. According to the statement of Winkle (2006) learning achievement is a result of knowledge assessment, skill and behavior which is showed by a mark (grade). If a person had not enough motivation of learning, even though with strong capabilities, he or she could not accomplish an intended target.

After correlation analysis, the eight variables were analysed by the stepwise multiple regression analysis, however, only four factors showed significant effect on learning achievement and the last four variables were found to be non-significant.

## **5.2 The predictors from learning motivation for achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand**

According to the finding of the stepwise multiple regression analysis, there were four independent variables identified as the predictive factors for achievement in Chinese language learning, they were personal attitude (PA), personal effort (PE), family background (FB), and parental involvement (PI). The last four variables, teaching quality (TQ), teaching experience (TE), learning atmosphere (LA), and personal interest (PIN), were found to be non-significant and cannot predict achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand.

### **The predictors for achievement in Chinese language learning of high school students**

In the predictors of learning motivation, the personal attitude indicated the most significant effect on learning achievement with the highest coefficient. This result has also been supported by other researchers. In the study of Fishbein and Ajzen (1975), a model of value-expectancy was conceived to find whether a person's behavior could be determined by personal attitude. The results showed that different attitudes could affect a person who would display different behaviors. This result is a good explanation which illustrated that personal attitude could well predict one's learning achievement.

Personal effort is the second predictor in this study and also had the most significant effect on learning achievement. After reviewing past literature, according to results of some studies, a positive relationship existed between personal effort and academic performance. In the study of Stewart (2008), he has researched how the personal effort can impact the learning achievement of students. The results showed that the amount of personal effort was directly proportional to his or her achievement, and the personal effort can well predict one's learning achievement.

The third predictor family background also indicated the most significant effect on learning achievement with the third highest coefficient. And this predictive

factor is also composed of many other factors. Some researchers from different aspects of family background proved its predictable effect on learning achievement. David (2007) stated that many students lack parental assistance as a result of their illiteracy and ignorance. They fail to motivate, reinforce, give reward and punish their children on their performance which might have forced them to be serious in learning. Stones (2004) is with the view that economically and culturally, poor homes do not provide the stimulation necessary for the development of intellectual abilities involving in school learning. Certain physical conditions that exist at home, poor housing and overcrowding environment are often associated with poor academic achievement and adjustment. Poor clothing, malnutrition, lack of adequate sleep and rest, all have profound effects on how they behave and react.

The last predictor in the finding of this survey was parental involvement which also had the most significant effect on learning achievement with the fourth highest coefficient. This finding was conforming to the research of Lau (2004) on parental involvement toward the bilingual education of English language and Chinese language, the result showed that parental involvement can predict students' learning achievement negatively. Furthermore, in the research finding of Olayer (2007), he also investigated that the parental involvement has negative effect on students' learning, he explained that parental involvement made the students felt that parents occupied too much their free time which would not benefit their learning.

### **The factors that cannot predict achievement in Chinese language learning of high school students**

The last four variables, TQ, TE, LA and PIN, were found to be non-significant and can not predict achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand. This finding was also confirmed by other researchers in their studies.

In the study of Aaronson et al. (2008), a approach of getting score was used to research synergy between teachers and students.. The findings showed that teacher's quality can not predict on the academic performance of students in effect. And the finding from Koedel & Betts (2007) showed that the quality of teachers was not a key predictor on academic performance of students.

According to the results of Murnane & Phillips (1981) and Klitgaard & Hall (1974), a relationship between teachers' experience and their effectiveness has been found in some studies which were about the impact of teachers' experience on the academic performance of students. However, the results were not always significant. The main reason for this trend may be that once the teachers have a certain amount of teaching experience, they will be difficult to continue to absorb new knowledge. Moreover, teaching experience may be also relevant to good educational opportunities. Because of its uncertainty, it was not a good predictor of academic performance.

A study by Shun (2005) examined relationships between learning atmosphere and students' learning achievement. He put learning atmosphere into two parts: school atmosphere and family environment. Only when these two factors produced good effect on each other, the learning atmosphere was able to affect on academic achievement strongly and directly. But student achievement was restricted by the uncertainty of the two parts, so learning atmosphere can not predict achievement accurately.

In the finding of Sha (2010), some respondents in the university were interested in their majors, but in the examination, their academic achievement were not perfect, but other respondents due to their efforts and the impact of future employment tendency, they got a good academic achievement. Her finding showed that personal interest was not a predictive factor for achievement.

## **CHAPTER VI**

### **CONCLUSIONS AND RECOMMENDATIONS**

The purposes of this study were to research the level of learning motivation and achievement in Chinese language learning of senior high school students in Huaykuang District Bangkok, Thailand. This chapter, aimed to conclude the research finding and give some recommendations, which was presented in the following aspects:

#### 6.1 Conclusions

#### 6.2 Recommendations

### **6.1 Conclusions**

In this research, a quantitative research method was used to collect data. The questionnaire contained two parts: The first part was the students' basic information which consisted of 1) name of school, 2) what grade did the students obtain for Chinese language class last semester, 3) gender, 4) age, 5) period of learning Chinese language, and 6) grade in Chinese subject. Part two was to measure the level of learning motivation and achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand, which contained two big aspects: learning motivation and learning achievement, and the learning motivation included 8 factors: 1) teaching quality, 2) teaching experience, 3) learning atmosphere, 4) parental involvement, 5) family background, 6) personal interest, 7) personal effort, 8) personal attitude.

Two hundred and sixteen students from three grades of senior high schools in Huaykuang District Bangkok, Thailand were randomly drawn to be as the study samples. Data analyses were conducted after the data input into SPSS for quantitative data analysis. Several statistical analyses that included frequency, percentage, mean, standard deviation were utilized in this study.

### **The Findings of This Study**

1) The total average of student learning motivation to the 8 factors was at the high level with an average of 3.92. Specifically, the 8 factors “teaching quality”, “teaching experience”, “learning atmosphere”, “parental involvement”, “family background”, “personal interest”, “personal effort”, “personal attitude”, received an average rating of 4.19, 4.07, 4.11, 3.83, 3.53, 4.28, 3.58, 3.75, respectively. The factor of personal interest was at the highest level and the last 7 factors of learning motivation were at the high level.

2) The learning achievement was at the high level and the mean score was 3.44.

3) The significant correlations among the variables of learning motivation and learning achievement ranged from  $r = .242$  ( $p < .01$ ) to  $r = .662$  ( $p < .01$ ). Personal effort and learning achievement had a highest positive correlation ( $r = .662$ ). There was a statistically significant difference between the learning motivation and learning achievement .

4) The predictive factors for achievement were investigated, which were personal attitude (PA), personal effort (PE), family background (FB), parental involvement (PI). The predictive factors had 54.9% positive effect on learning achievement which showed the predictive factors of learning motivation measured were the most significant variables which can predict the achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand with a significance at high level.

## **6.2 Recommendations**

### **6.2.1 Recommendations from Findings**

According to the findings from this study, the total average of student learning motivation was at the high level, each factor of learning motivation was at the high level or higher and four independent variables identified were the predictive factors for achievement in Chinese language learning. From these findings, the suggestions and recommendations should be made in the aspects following:

1. Students themselves who study Chinese language should dedicate to their learning, determine their own learning objectives and direction. According to their own circumstances, developing short-term and long-term goals to stimulate their leaning. They must correct their lazy habit and put more time and energy in learning, which can make the students be full of motivation and confidence in learning.

2. Families and schools need to provide the students with comfortable learning environment. In the family, parents need to create a harmonious family environment, and pay more attention to the students learning. Schools must increase the hardware and software updates to make it more adapt to the modernization of teaching and learning, which is necessary to improve student achievement. And the families and schools need to establish an interconnection mechanism to make the two sides be able to understand students' living and learning conditions.

3. Active learning of students requires teachers, schools and parents to be partners who should educate and manage the students strictly, develop a kind of appropriate measurement of reward and punishment to encourage students to get good achievement. Schools should play a vital linking role between teachers and parents.

4. Parental involvement should be moderate, the students' free time can not be taken up too much, which will be beneficial to improve students' achievement. Otherwise, it will get the opposite result.

### **6.2.2 Recommendations for future studies**

1. This study is limited to the Huaykuang District which is not representative of the whole situation of Bangkok even Thailand.

2. Other variables such as the policies of educational departments and schools encouragement in Chinese language learning should also be considered.

3. The results of this study can also be used as a reference for the future researchers to research related issues and all parties, such as parents, schools and other educational institutions should take appropriate measures to improve the level of Chinese learning in Thailand.

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**APPENDIX**

## RESEARCH QUESTIONNAIRE

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The purpose of this study is to investigate the learning motivation on achievement in Chinese language learning of high school students in Huaykuang District Bangkok, Thailand. Please provide your honest responses as there is no right and wrong answers for these questions.

### Part I Background Information

1. Name of school:

- 1) Chanhun Bumpen School
- 2) Kunnateerutharam vittayakhom School
- 3) Treampat Tatchda School

2. What grade did you obtain for Chinese language class last semester?

- 1) 4
- 2) 3
- 3) 2
- 4) 1
- 5) Not pass

3. Gender:

- 1) Male
- 2) Female

4. Age: ( ) years old.

5. Period of learning Chinese language:

- 1) Less than 1 year
- 2) 1~2 years
- 3) 2 ~ 3 years
- 4) More than 3 years

6. Grade in Chinese subject:

- 1) Grade 10
- 2) Grade 11
- 3) Grade 12

**Part II The factors of learning achievement affect the achievement of the students in Chinese language learning**

Please rate the following statements in your opinion by ticking (✓) in the appropriate box.

**5** = Highest level, **4** = High level, **3**=Moderate level, **2** = Low level, **1** = Lowest level

| Statements  | 5<br>Highest | 4<br>High | 3<br>Moderate | 2<br>Low | 1<br>Lowest |
|---|--------------|-----------|---------------|----------|-------------|
| <b>1. Teaching quality</b>  |              |           |               |          |             |
| 1. A Chinese teacher's major is related with Chinese teaching or relevant majors. |              |           |               |          |             |

| <b>Statements</b>  | <b>5<br/>Highest</b> | <b>4<br/>High</b> | <b>3<br/>Moderate</b> | <b>2<br/>Low</b> | <b>1<br/>Lowest</b> |
|--|----------------------|-------------------|-----------------------|------------------|---------------------|
| 2. Some teacher's characteristics attract the students to listen carefully.      |                      |                   |                       |                  |                     |
| 3. The teacher has rich professional knowledge.                                  |                      |                   |                       |                  |                     |
| 4. The teacher can make the students understand the content in classroom faster. |                      |                   |                       |                  |                     |
| 5. Give tests to the students timely to understand their learning situation.     |                      |                   |                       |                  |                     |
| <b>2. Teaching experience</b>  |                      |                   |                       |                  |                     |
| 6. Using the standard Chinese textbooks.   |                      |                   |                       |                  |                     |
| 7. More varied teaching methods are used in teaching.                            |                      |                   |                       |                  |                     |
| 8. The teacher has taught Chinese for several years.                             |                      |                   |                       |                  |                     |
| 9. Require the students to communicate in Chinese in the classroom.              |                      |                   |                       |                  |                     |
| 10. The teacher can mobilize the classroom atmosphere properly.                  |                      |                   |                       |                  |                     |

| Statements   | 5<br>Highest | 4<br>High | 3<br>Moderate | 2<br>Low | 1<br>Lowest |
|--|--------------|-----------|---------------|----------|-------------|
| <b>3. Learning atmosphere</b>  |              |           |               |          |             |
| 11. Has harmonious family relations.   |              |           |               |          |             |
| 12. Has good learning atmosphere in school.  |              |           |               |          |             |
| 13. Has a good relationship with classmates and friends.                             |              |           |               |          |             |
| 14. The family members who can counsel students' learning.                           |              |           |               |          |             |
| 15. Be paid attention by the teachers.   |              |           |               |          |             |
| <b>4. Parental involvement</b>   |              |           |               |          |             |
| 16. Parents are concerned about students' Chinese language learning.                 |              |           |               |          |             |
| 17. Parents' advice about choosing the foreign language for students.                |              |           |               |          |             |
| 18. Parents' encouragement when well done in foreign language learning.              |              |           |               |          |             |
| <b>5. Family background</b>  |              |           |               |          |             |
| 19. The parents' education level will impact on students' Chinese language learning. |              |           |               |          |             |

| Statements   | 5<br>Highest | 4<br>High | 3<br>Moderate | 2<br>Low | 1<br>Lowest |
|--|--------------|-----------|---------------|----------|-------------|
| 20. The family's background of ethnic Chinese will influence on students' Chinese language learning. |              |           |               |          |             |
| 21. The social relationship of the family will influence on students' Chinese language learning.     |              |           |               |          |             |
| 22. The income level of the parents will influence on students' Chinese language learning.           |              |           |               |          |             |
| <b>6. Personal interest</b>  |              |           |               |          |             |
| 23. Chinese language is useful.  |              |           |               |          |             |
| 24. Chinese language is interesting.   |              |           |               |          |             |
| 25. Attracted by Chinese culture or history.   |              |           |               |          |             |
| <b>7. Personal effort</b>  |              |           |               |          |             |
| 26. Spend a lot of time on Chinese learning.   |              |           |               |          |             |
| 27. Make lots of efforts for Chinese learning.   |              |           |               |          |             |

| <b>Statements</b>  | <b>5<br/>Highest</b> | <b>4<br/>High</b> | <b>3<br/>Moderate</b> | <b>2<br/>Low</b> | <b>1<br/>Lowest</b> |
|--|----------------------|-------------------|-----------------------|------------------|---------------------|
| 28. Spend much on tutorial lesson and buying Learning materials.               |                      |                   |                       |                  |                     |
| <b>8. Personal attitude</b>  |                      |                   |                       |                  |                     |
| 29. Listen carefully in Class.   |                      |                   |                       |                  |                     |
| 30. Finish the homework on time.   |                      |                   |                       |                  |                     |
| 31. I will ask the teacher if not understand.                                  |                      |                   |                       |                  |                     |
| <b>9. Learning achievement</b>   |                      |                   |                       |                  |                     |
| 32. I can communicate with Chinese teachers or other people in simple Chinese. |                      |                   |                       |                  |                     |
| 33. I can read and write chinese independently.                                |                      |                   |                       |                  |                     |
| 34. I can understand and apply the knowledge what I learned from the class.    |                      |                   |                       |                  |                     |
| 35. I can earn good score in the examination.                                  |                      |                   |                       |                  |                     |

**Thank you very much**

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**(Thai language version)****แบบสอบถามเพื่อการวิจัย**

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จุดประสงค์ของการทำแบบสอบถามครั้งนี้ เพื่อสืบหาปัจจัยที่เป็นตัวแปรสำคัญที่เป็นตัวกระตุ้นความสำเร็จในการเรียนภาษาจีนของนักเรียนมัธยมในเขตห้วยขวาง กรุงเทพมหานคร ดังนั้นจึงขอให้ท่านตอบคำถามอย่างตรงไปตรงมาเนื่องจากคำตอบของท่านไม่มีถูกหรือผิด

**ส่วนที่ 1 : ข้อมูลประวัติส่วนตัว****1. ชื่อโรงเรียนที่ท่านศึกษา**

- 1) โรงเรียนจันทร์หุ้่นบำเพ็ญ
- 2) โรงเรียนกุนนทีรุทธารามวิทยาคม
- 3) โรงเรียนเตรียมพัฒน รัชดา

**2. ท่านได้รับเกรดอะไรในวิชาภาษาจีนเมื่อเทอมการศึกษาที่ผ่านมา**

- 1) 4
- 2) 3
- 3) 2
- 4) 1
- 5) ไม่ผ่าน

**3. เพศ**

- 1) ชาย
- 2) หญิง

**4. อายุ ..... ปี****5. ท่านเรียนภาษาจีนมาแล้วนานเท่าใด**

- 1) น้อยกว่า 1 ปี
- 2) 1-2 ปี
- 3) 2-3 ปี
- 4) มากกว่า 3 ปี

### 6. ท่านเรียนภาษาจีนอยู่ชั้นใด

- 1) เกรด 10
- 2) เกรด 11
- 3) เกรด 12

### ส่วนที่ 2 : ปัจจัยที่มีผลต่อนักเรียนในการเรียนภาษาจีน

กรุณาให้คะแนนในช่องตามความเห็นของท่าน โดยเรียงตามลำดับ 5=มากที่สุด 4= มาก 3= ปานกลาง 2= น้อย 1= น้อยที่สุด

|   | 5<br>มากที่สุด | 4<br>มาก | 3<br>ปานกลาง | 2<br>น้อย | 1<br>น้อยที่สุด |
|---|----------------|----------|--------------|-----------|-----------------|
| <b>1. คุณภาพของการสอน</b>   |                |          |              |           |                 |
| 1.การศึกษาของครูผู้สอนมีความ<br>เกี่ยวข้องกับการสอนภาษาจีน                              |                |          |              |           |                 |
| 2. บุคลิกลักษณะของครูผู้สอนมี<br>ผลกับการทำให้นักเรียนตั้งใจเรียน                       |                |          |              |           |                 |
| 3. การที่ครูผู้สอนมีความรู้ลึกใน<br>เชิงวิชาการ   |                |          |              |           |                 |
| 4.คุณครูสามารถทำให้นักเรียน<br>เข้าใจเนื้อหาของวิชาได้รวดเร็วขึ้น                       |                |          |              |           |                 |
| 5.ให้แบบทดสอบแก่นักเรียนใน<br>เวลาที่เหมาะสมเพื่อเข้าใจ<br>สถานการณ์การเรียนของนักเรียน |                |          |              |           |                 |
| <b>2. ประสบการณ์การสอน</b>  |                |          |              |           |                 |
| 6.สอนโดยใช้หนังสือเรียน<br>ภาษาจีนที่เป็นมาตรฐาน  |                |          |              |           |                 |
| 7.การใช้วิธีใหม่ๆในการเรียนการ<br>สอน   |                |          |              |           |                 |
| 8. ครูผู้สอนมีประสบการณ์สอน<br>มาหลายปี   |                |          |              |           |                 |


|   | 5<br>มากที่สุด | 4<br>มาก | 3<br>ปานกลาง | 2<br>น้อย | 1<br>น้อยที่สุด |
|---|----------------|----------|--------------|-----------|-----------------|
| 9.บังคับให้นักเรียนสื่อสารกันใน<br>ห้องเรียนด้วยภาษาจีน                         |                |          |              |           |                 |
| 10.คุณครูสามารถจับเคลื่อน<br>บรรยากาศในห้องเรียนได้อย่างดี                      |                |          |              |           |                 |
| <b>3. บรรยากาศการเรียนการสอน</b>  |                |          |              |           |                 |
| 11.มีความสัมพันธ์ในครอบครัวที่<br>แน่นแฟ้น                                      |                |          |              |           |                 |
| 12.มีบรรยากาศการเรียนที่ดีใน<br>โรงเรียน  |                |          |              |           |                 |
| 13.มีความสัมพันธ์ที่ดีกับเพื่อน<br>นักเรียนในห้องเรียน                          |                |          |              |           |                 |
| 14.สมาชิกในครอบครัวที่สามารถ<br>ให้คำปรึกษาด้านการเรียนแก่<br>นักเรียน          |                |          |              |           |                 |
| 15.ครูผู้สอนมีความเอาใจใส่กับ<br>การสอน   |                |          |              |           |                 |
| <b>4. การมีส่วนร่วมของผู้ปกครอง</b>   |                |          |              |           |                 |
| 16.ผู้ปกครองมีความเข้มงวดกับ<br>การเรียนภาษาจีนของนักเรียน                      |                |          |              |           |                 |
| 17. ผู้ปกครองให้คำแนะนำในการ<br>เลือกเรียนภาษาต่างประเทศแก่<br>นักเรียน         |                |          |              |           |                 |
| 18. ผู้ปกครองให้การสนับสนุน<br>เมื่อนักเรียนทำได้ดีในการเรียน<br>ภาษาต่างประเทศ |                |          |              |           |                 |

|   | 5<br>มากที่สุด | 4<br>มาก | 3<br>ปานกลาง | 2<br>น้อย | 1<br>น้อยที่สุด |
|---|----------------|----------|--------------|-----------|-----------------|
| <b>5. ข้อมูลประวัติครอบครัว</b>   |                |          |              |           |                 |
| 19.ระดับการศึกษาของผู้ปกครอง  |                |          |              |           |                 |
| 20.ครอบครัวมีเชื้อสายจีน  |                |          |              |           |                 |
| 21.ความสัมพันธ์ภายในครอบครัว  |                |          |              |           |                 |
| 22.ระดับรายได้ของผู้ปกครอง  |                |          |              |           |                 |
| <b>6. ความสนใจส่วนตัว</b>   |                |          |              |           |                 |
| 23.ภาษาจีนมีประโยชน์มาก   |                |          |              |           |                 |
| 24.เพราะภาษาจีนน่าสนใจ  |                |          |              |           |                 |
| 25.มีความสนใจวัฒนธรรมจีนและประวัติศาสตร์จีน                                   |                |          |              |           |                 |
| <b>7. ความพยายามส่วนตัว</b>   |                |          |              |           |                 |
| 26.ใช้เวลาส่วนใหญ่กับการ<br>เรียนภาษาจีน                                      |                |          |              |           |                 |
| 27.ให้ความพยายามอย่างมากใน<br>การเรียนภาษาจีน                                 |                |          |              |           |                 |
| 28.ใช้จ่ายไปกับการเรียนพิเศษ<br>และการซื้ออุปกรณ์การเรียน                     |                |          |              |           |                 |
| <b>8. ทักษะคติส่วนตัว</b>   |                |          |              |           |                 |
| 29.การตั้งใจฟังในห้องเรียน  |                |          |              |           |                 |
| 30.การส่งการบ้านตรงเวลา   |                |          |              |           |                 |
| 31.มันจะถามครูผู้สอนทุกครั้งเมื่อ<br>ไม่เข้าใจ                                |                |          |              |           |                 |
| <b>9. ความสำเร็จในการเรียน</b>  |                |          |              |           |                 |
| 32.มันสามารถสื่อสารกับคุณครู<br>เป็นภาษาจีนและคนอื่นๆด้วย<br>ภาษาจีนอย่างง่าย |                |          |              |           |                 |

|  | 5<br>มากที่สุด | 4<br>มาก | 3<br>ปานกลาง | 2<br>น้อย | 1<br>น้อยที่สุด |
|--|----------------|----------|--------------|-----------|-----------------|
| 33.ฉันสามารถอ่านและเขียน<br>ภาษาจีนได้ด้วยตัวเอง                         |                |          |              |           |                 |
| 34.ฉันสามารถเข้าใจและ<br>ประยุกต์ใช้ความรู้ที่ได้เรียนมาจาก<br>ห้องเรียน |                |          |              |           |                 |
| 35. ฉันได้คะแนนดีในการสอบ  |                |          |              |           |                 |

ขอบคุณมาก

## BIOGRAPHY



|                              |   |
|------------------------------|---|
| <b>NAME</b>                  | Liu Liangpu   |
| <b>DATE OF BIRTH</b>         | 20 <sup>th</sup> February 1984  |
| <b>PLACE OF BIRTH</b>        | HeBei Province, China   |
| <b>INSTITUTIONS ATTENDED</b> | TangShan College, 2009. Bachelor of Economics.<br>Mahidol University, 2012. Master of Educational Management. |
| <b>HOME ADDRESS</b>          | Shijiazhuang City, HeBei Province, China.<br>E-mail: liuliangpu850220@163.com                                 |