SECTION

ECONOMICS - SOCIOLOGY - EDUCATION

THE IMPACT OF LEARNING MOTIVATION ON ENGLISH LEARNING ACHIEVEMENT

NGUYEN THI MINH HUYEN[*]
NGUYEN DUY THANH[**]

English is the only language used in many fields such as science and technology, medicine, pharmacy, education, tourism, entertainment, business, and commerce. English also helps people improve work efficiency and increase promotion opportunities. Accordingly, employees in organizations always try to update their English proficiency by participating in English courses at training institutions. Learning motivation is one of the basic factors when learning English, helping learners achieve better learning achievement. This study has been used the expectancy-value theory, the self-determination theory, the learning motivation theory, the concept of learning achievement, and the related works to conduct an investigation and evaluate the impact of learning motivation on the English learning achievement of employees in organizations. Consequently, the findings provided that the factors of communication needs, career promotion needs, esteem needs and learning environment are related to the learning motivation. Besides, the learning motivation has a positive impact on the English learning achievement.

1. INTRODUCTION

Proficiency in English is not the only criterion for career promotion, but the importance of English in business has been widely recognized. Due to the globalized market, employees need to conduct business transactions daily and communicate with executives from different parts of the world, e.g., writing and replying to emails, meetings, and online business presentations require above-average language skills to convey information clearly to all participants (Clement

[*], [**] Ho Chi Minh University of Banking, Vietnam.

& Murugavel, 2018). More and more employers are requiring English proficiency as one of the prerequisites when selecting candidates. Furthermore, trading with foreign companies and companies with foreign elements contributes to increasing the revenue of domestic companies, which requires employees working at these companies to constantly update their English proficiency if they do not want to fall behind and be eliminated. Despite spending many years studying English in high school, many Vietnamese high school graduates are still not proficient in this language and employers complain a lot about the English proficiency of graduates and they have to continue taking external English courses to improve their language skills to meet the increasingly competitive working environment. According to Ellis (1994), student motivation is considered an important factor affecting the speed and success of foreign language learning. Additionally, MacDonough (1983) also affirmed that learners' motivation is one of the most important factors affecting their success or failure in language learning, Jannah (2024) believes that to achieve academic success, motivation to learn is very important. Notwithstanding, there are very few studies on the impact of motivation on the English learning achievement of employees in organizations, so the topic of the impact of learning motivation on English learning achievement is very necessary in Vietnam.

2. LITERATURE REVIEW AND RESEARCH MODEL

Literature Review

The Expectancy-Value Theory (EVT) provides a theoretical explanation for the motivational factors that influence the types of choices, participation, and performance related to outcomes (Putwain et al., 2019). Self-Determination Theory (SDT) posits that humans have inherent psychological needs which must be satisfied to develop and prosper (Deci & Ryan, 2008). Motivation refers to people's choices about the experiences or goals they will approach or avoid and the level of effort they will exert in that regard (Keller, 1987). Nonetheless, Gardner & Lambert (1972) proposed two main types of motivation: integrative and instrumental. Integrative motivation refers to the degree to which a learner is prepared to adopt the culture of the target community. Instrumental motivation is applied to situations where the learner may need the target language to achieve a specific goal. Learning achievement is an indicator of how well students are progressing towards the educational goals set for them, in other words, it is an indicator of success or failure (Halimah, 2018). Furthermore, Wang (2008) showed that extrinsic motivation is positively correlated with intrinsic motivation and simultaneously affects English learning achievement. Research on motivation largely believes that motivation can help with academic performance (Almulla & Alamri, 2021). Recent studies indicate that motivation has a predictive

impact on achievement (Tanaka, 2022). The stronger motivation to learn English, the higher English learning achievement they can get (Guo & Bai, 2022). There are many studies and topics in many countries around the world to understand which factors affect learning motivation and the impact of learning motivation on learning achievement in English language learning such as Ekiz & Kulmetov (2016); Nguyen (2019); Almansour & Almaneea (2024)...

Research Model

Based on the Expectancy-Value Theory (Putwain et al., 2019); the Self-Determination Theory (Deci & Ryan, 2008), the Learning Motivation theory (Gardner and Lambert, 1972); the concept of learning achievement (Soepryatna, 1989); and the related works, a research model has been proposed in Figure 1.

Learning Motivation (LEM) is the dynamic awakening of an individual's English learning, which can initiate, guide, coordinate, amplify, terminate, and evaluate cognitive and behavioral processes, to select preferred learning content and finally realize the initial learning desire (Heckhausen & Heckhausen, 2018).

Communication Needs (CON) are one of the integrative motivations such as making friends with people who speak that language, learners learn English to be able to communicate with friends and colleagues (Oxford & Shearin, 1994). In addition, Mahadi & Jafari (2012) believe that when learners think that they need to speak a language to communicate with others or fulfill and achieve specific and dedicated desires and goals. Hence, for English learning, hypothesis H1 is proposed:

- H1: Communication needs has a positive effect on the learning motivation.

Career Promotion Needs (CPN) are one of the instrumental motivations when learning a foreign language, learners when learning a foreign language have the goal of achieving a higher position in the company (Brown, 1988). If a person learns a language primarily for a purpose such as getting a job or completing an academic requirement, he or she is affected by instrumental motivation (Anjomshoa & Sadighi, 2015). In other words, Anjomshoa & Sadighi (2015) also commented that instrumental motivation refers to the motivation to learn a language as a means to achieve goals such as career advancement or a job. Thus, for English learning, hypothesis H2 is proposed:

- H2: Career promotion needs has a positive effect on the learning motivation.

Esteem Needs (ESN) is a "lower" version of self-esteem and can include the needs for status, recognition, reputation, prestige, and attention (Maslow, 1943). Additionally, Zhao (2021) suggested that learners will have the highest motivation to learn English when they are respected by their parents, teachers and friends. Therefore, for English learning, hypothesis H3 is proposed:

- H3: Esteem needs has a positive effect on the learning motivation.

Learning Environment (LEE) refers to the places and contexts in which learners learn, a fun and supportive classroom atmosphere will create better learning motivation (Ekiz & Kulmetov, 2016). Besides, Dorman et al. (2006) agreed that learners learn better when they perceive the learning environment as positive and supportive. A positive environment is one in which learners feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Bucholz & Sheffler, 2009). Hence, for English learning, hypothesis H4 is proposed:

- H4: Learning environment has a positive effect on the learning motivation.

Learning Achievement (LEA) is the acquisition of knowledge or skills developed by subject matter, usually expressed in test scores or numerical values assessed by the teacher in charge (Chien, 1987). In learning or educational settings, motivation is positively related to achievement (Cao & Meng, 2024). Support the finding that motivational factors such as teaching methods and learning motivation also influence learners' achievement (Wen & Piao, 2024). Thus, for English learning, hypothesis H5 is proposed:

- H5: Learning motivation has a positive effect on the learning achievement.

3. RESEARCH METHOD

Research Process

Preliminary and formal research are two main steps in the research process. Both processes apply quantitative methods. First, from the theoretical basis and related studies, a pilot scale is built. Experts in the field of English teaching at training institutions will discuss the scales. The experts' comments are to ensure the accuracy of each part of the scale. Then, through the preliminary research process, a preliminary scale is formed along with a reliability analysis of the scale to produce the official scale. As a result of that, the formal research is conducted. The formal research uses this work uses a 5-point Likert questionnaire and survey. Data was collected by a convenient sampling survey, the questionnaires were sent to participants being employees in organizations in Ho Chi Minh City - Vietnam. There are 190 valid samples of 21 items on the scale. Finally, for the model testing, the collected data are analyzed via Cronbach Alpha, Exploratory Factor Analysis (EFA); Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM) by SPSS and AMOS software.

Descriptive Statistic

Gender: there is no difference between males 45.8% and females 54.2% of employees. Age: 20-30 accounts for 53.7%, 31-39 amounts to 31.1% followed by 40-50 and over 50 with 13.7% and 1.6% respectively. *Professional*

qualification: university degree accounts for 66.3% followed by postgraduate degree with 25.8%, college degrees with 6.8%, high school degree with 1.1%. *Monthly income:* 11-20 million accounts for 50.5%, over 30 million amounts to 23.2%, while respondents who earn 20-30 million represent for 22.1%, and the income of 5-10 million accounts for 4.2%. *Working experience:* Over 10 years, 6-10 years, 4-5 years, 1-3 years, less than 1 year, the former accounts for 31.1% followed by the latter at 23.7%, 27.9%, 16.3%, and 1.1% respectively.

4. RESEARCH RESULT

Exploratory Factor Analysis and Confirmatory Factor Analysis

The Exploratory Factor Analysis (EFA), 6 factors are extracted from 21 observed variables and grouped into six factors in the rotated component matrix with the Promax method, which conform with the theoretical model as (1) Communication needs (CON) are measured by 3 observed variables; (2) Career promotion needs (CPN) are measured by 3 observed variables; (3) Esteem needs (ESN) are measured by 3 observed variables; (4) Learning environment (LEE) is measured by 3 observed variables; (5) Learning motivation (LEM) is measured by 4 observed variables; and (6) Learning achievement (LEA) is measured by 5 observed variables.

The Confirmatory Factor Analysis (CFA), in results with the measurement model with the indexes as CMIN/dF = 1.298 (less than 2); GFI= 0.905; TLI = 0.988; and CFI = 0.990 (greater than 0.90); RMSEA = 0.040 (less than 0.05); and p-value = 0.005. Thus, it can be said that the model meets the standards with market data. The Composite Reliability (CR) coefficient has a value from 0.869 to 0.984 (greater than 0.8); the CFA factor loading coefficient of the scale has a value from 0.768 to 0.973 (greater than 0.7); the Average Variance Extracted (AVE) has a value from 0.690 to 0.971 (greater than 0.5). Hence, the measurement scales for all constructs are satisfactory. Besides, the value of AVE for each element is larger than the square correlation coefficient (r^2) respectively, as detailed in Table 1. Therefore, the measurement scales for all constructs are satisfactory.

Table 1. Data and Correlation Coefficient Results

	CR	AVE	CON	CPN	ESN	LEE	LEM	LEA
CON	0.984	0.971	0.981					
CPN	0.940	0.840	0.294	0.916				
ESN	0.889	0.727	0.196	0.274	0.853			
LEE	0.869	0.690	0.195	0.244	0.162	0.830		
LEM	0.971	0.895	0.536	0.374	0.320	0.373	0.946	
LEA	0.976	0.890	0.358	0.204	0.204	0.244	0.518	0.943

AVE: Average Variance Extracted; CR: Composite Reliability

Structural Equation Modeling

The Structural Equation Modeling (SEM) with the estimation of Maximum Likelihood (ML), in results with model scale indexes as CMIN/dF = 1.409 (less than 2); TLI = 0.984; GFI = 0.890; and CFI = 0.986 (greater than 0.90); RMSEA = 0.046 (less than 0.05); and p-value = 0.000. Hence, the model is sufficient to fit with the research data. The estimation is manifested in Table 2, including Structural Equation Modeling (SEM) and testing results. The paths from the factors of communication needs (CON), career promotion needs (CPN), esteem needs (ESN), and learning environment (LEE) have positive impacts on learning motivation (LEM) which are statistically significant (p-value < 0.05) with coefficients: γ = 0.446 (p-value < 0.001); 0.169 (p-value = 0.010); γ = 0.173 (p-value = 0.007); and γ = 0.239 (p-value < 0.001) respectively.
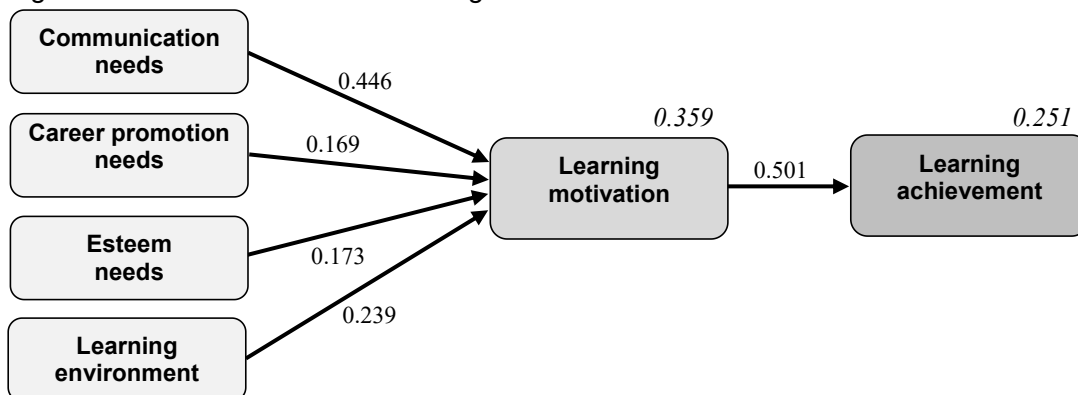
Table 2. Structural Equation Modeling and Testing Results

H	Path	Estimate	SE	CR	p-value	Result
H1	LEM ← CON	0.446	0.059	6.933	***	Supported
H2	LEM ← CPN	0.169	0.078	2.588	0.010	Supported
H3	LEM ← ESN	0.173	0.057	2.687	0.007	Supported
H4	LEM ← LEE	0.239	0.063	3.662	***	Supported
H5	LEA ← LEM	0.501	0.078	7.484	***	Supported

SE: Standard Error; CR: Critical Ratios; ***: p < 0.001

Furthermore, learning motivation (LEM) has a positive impact on learning achievement (LEA) with γ = 0.501 (p-value < 0.001), meeting the standard (p-value < 0.05). Thus, hypotheses H1, H2, H3, H4, and H5 are all supported. Interestingly, the SEM also provided that the model explained about 35.9% (R^2 = 0.359) of learning motivation, and about 25.1% (R^2 = 0.251) of English learning achievement.

Figure 1. Research Model and Testing Results

5. CONCLUSION

Research summary

From the results of the study, the communication needs have the strongest impact on learning motivation, followed by the learning environment. At the same time, learning motivation has a direct impact on learning achievement. Besides, the research results show that learning motivation is an intermediary for the factors of communication needs, career promotion needs, esteem needs, and learning environment to English learning achievement.

Theoretical and Managerial Implication

The novelty of the research contributes to the literature on learning motivation theory, and learning achievement by expanding the relationship between the factors in the model, the research also partly contributes to the research literature on learning motivation and learning achievement in general and English learning achievement of employees in the organizations.

The study partly points out the important factors that affect motivation, thereby affecting English learning achievement. Based on these factors, we can approach and promote the learning motivation of students who are employees at organizations, easily offering English training programs for this group at English training institutions. Furthermore, the study also partly helps educators recognize the factors that affect students' learning motivation, thereby affecting English learning achievement, to improve and develop learning programs that meet the learning needs of students who are employees working at the organization.

Limitation and Future Work

Besides learning motivation, English learning achievement is also affected by the level of language anxiety, and learning strategies. Consequently, for further research, the author will expand the scope of the study by increasing the sample size to increase research reliability. Further researchers should expand on their findings by using more independent variables that are suspected of having an impact on English learning achievement. ❑

REFERENCES

1. Almansour, N., & Almaneea, M. 2024. Effects of Motivation, Proficiency, and Gender on Saudi EFL Learners' Utilization of Language Learning Strategies. *Arab World English Journal (AWEJ)*, *15*(1), pp. 17-29.

2. Almulla, M.A., & Alamri, M.M. 2021. Using Conceptual Mapping for Learning to Affect Students' Motivation and Academic Achievement. *Sustainability*, *13*(7), pp. 1-17.

3. Anjomshoa, L., & Sadighi, F. 2015. The Importance of Motivation in Second Language Acquisition. *International Journal on Studies in English Language and Literature (IJSELL)*, *3*(2), pp. 126-137.

4. Brown, J.W. 1988. Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. *Studies in Second Language Acquisition*, *10*(3), pp. 419-421.

5. Bucholz, J.L., & Sheffler, J.L. 2009. Creating a Warm and Inclusive Classroom Environment: Planning for All Children to feel Welcome. *Electronic Journal for Inclusive Education*, *2*(4), pp. 1-13.

6. Cao, C., & Meng, Q. 2024. Exploring Personality traits as Predictors of English Achievement and Global Competence Among Chinese University Students: English Learning Motivation as the Moderator. *Learning and Individual Differences*, *77*, In-press.

7. Chien, M. 1987. *Psychological Tests and Statistical Methods.* Psychological Publishing.

8. Clement, A., & Murugavel, T. 2018. English for the Workplace: The Importance of English Language Skills for Effective Performance. *The English Classroom*, *20*(1), pp. 1-15.

9. Deci, E.L., & Ryan, R.M. 2008. Self-Determination Theory: A Macro-Theory of Human Motivation, Development, and Health. *Canadian Psychology/Psychologie Canadienne, 49*(3), pp. 182-185.

10. Dorman, J.P., Fisher, D.L., & Waldrip, B.G. 2006. Classroom Environment, Students'perceptions of Assessment, Academic Efficacy and Attitude to Science: A Lisrel Analysis. In *Contemporary Approaches to Research on Learning Environments: Worldviews* (pp. 1-28).

11. Ekiz, S., & Kulmetov, Z. 2016. The Factors Affecting Learners' Motivation in English Language Education. *Journal of Foreign Language Education and Technology*, *1*(1), pp. 18-38.

12. Ellis, R., Tanaka, Y., & Yamazaki, A. 1994. Classroom Interaction, Comprehension, and the Acquisition of L2 Word Meanings. *Language Learning*, *44*(3), pp. 449-491.

13. Gardner, R.C., & Lambert, W.E. 1972. *Attitudes and Motivation in Second-Language Learning*. ERIC

14. Guo, W., & Bai, B. 2022. Effects of Self-Regulated Learning Strategy Use on Motivation in EFL Writing: A Comparison between High and Low Achievers in Hong Kong Primary Schools. *Applied Linguistics Review*, *13*(1), pp. 117-139.

15. Halimah, H. 2018. Boosting Students' Speaking Ability Through Community Language Learning. *Studies in English Language and Education*, *5*(2), 204-216.

16. Heckhausen, J., & Heckhausen, H. 2018. *Motivation and Action*. Springer.

17. Jannah, S.F.U. 2024. The Correlation between Learning Motivation and Students'Achievement of High and Low-proficiency Students in Learning English at Smk Hidayatul Mubtadi'in Singosari. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, *19* (4), In-press.

18. Keller, J.M. 1987. Strategies for Stimulating the Motivation to Learn. *Performance and Instruction*, *26*(8), pp. 1-7.

19. MacDonough, S. 1983. *Psychology in Foreign Language Learning.* George, Allen & Unwin

20. Mahadi, T.S.T., & Jafari, S.M. 2012. Motivation, its Types, and its Impacts in Language Learning. *International Journal of Business and Social Science*, *3*(24).

21. Maslow, A.H. 1943. A Theory of Human Motivation. *Psychological Review*, *50*(4), p. 370.

22. Nguyen, H.C. 2019. Motivation in Learning English Language: A Case Study at Vietnam National University, Hanoi. *European Journal of Educational Sciences*, *6*(1), pp. 49-65.

23. Oxford, R., & Shearin, J. 1994. Language Learning Motivation: Expanding the Theoretical Framework. *The Modern Language Journal*, *78*(1), pp. 12-28.

24. Putwain, D.W., Nicholson, L.J., Pekrun, R., Becker, S., & Symes, W. 2019. Expectancy of Success, Attainment Value, Engagement, and Achievement: A Moderated Mediation Analysis. *Learning and Instruction*, *60*, pp. 117-125.

25. Tanaka, M. 2022. Individual Perceptions of Group Work Environment, Motivation, and Achievement. *International Review of Applied Linguistics in Language Teaching*, *60*(4), pp. 1201-1225.

26. Wang, F. 2008. Motivation and English Achievement: An Exploratory and Confirmatory Factor Analysis of a New Measure for Chinese Students of English Learning. *North American Journal of Psychology*, *10*(3), pp. 633-646.

27. Wen, X., & Piao, M. 2024. Motivational Profiles and Learning Experience Across Chinese Language Proficiency Levels. *System*, *90*, In-Press.

28. Zhao, C. 2021. The Role of Motivation in Second Language Acquisition-a View from Maslow's Hierarchy of Needs of Second Language Acquisition for Chinese ESL Learners. *Frontiers in Educational Research*, *4*(14), pp. 84-90.