



A COMPARATIVE STUDY OF STUDENTS' LEARNING MOTIVATION
ACCORDING TO THEIR GENDER AND GRADE AT LAIZA HIGH SCHOOL,
KACHIN STATE, MYANMAR

Lahpai Nang Htang

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

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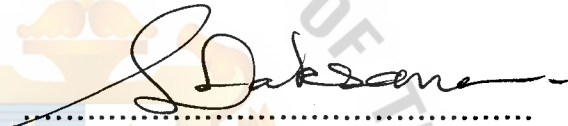
Thesis Title: A COMPARATIVE STUDY OF STUDENTS' LEARNING
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AT LAIZA HIGH SCHOOL, KACHIN STATE, MYANMAR

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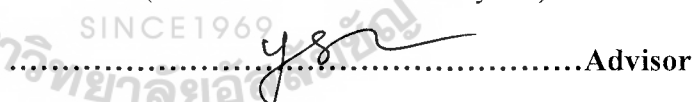
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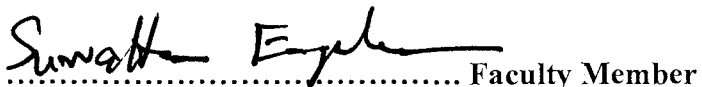
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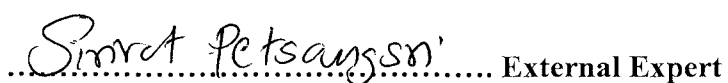
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ABSTRACT

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Key Words: STUDENTS' LEARNING MOTIVATION, GENDER AND GRADE,
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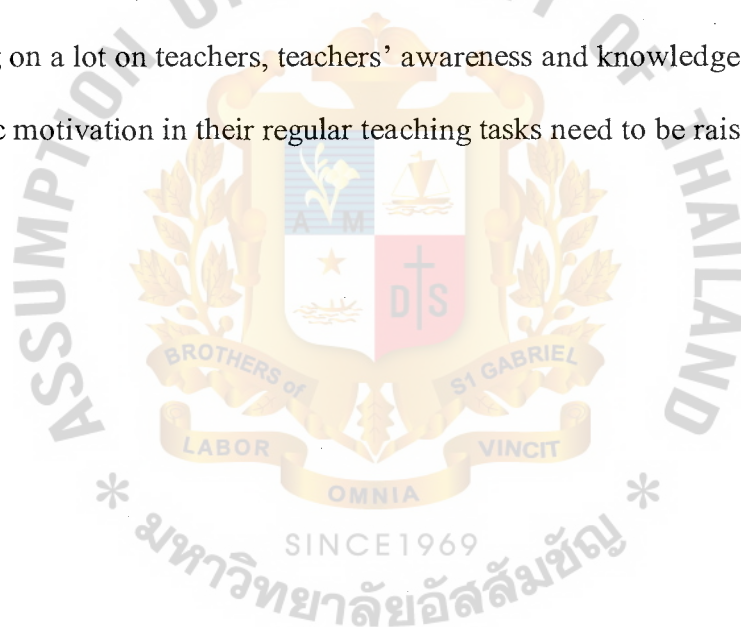
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The purposes of this study were to determine the levels of students learning motivation including intrinsic and extrinsic motivation; and to compare the students' learning motivation according to their gender and grade at Laiza high school, Kachin state, Myanmar. The researcher reviewed intrinsic and extrinsic motivation theories as the major support of this study. A total of 139 grade 10 and 11 students from Laiza high school were used as the target group for this study. The study used a questionnaire, including 3 subscales (challenge, curiosity and independent mastery) for intrinsic motivation and 3 subscales (easy work, pleasing teacher and dependence on teacher) for extrinsic motivation. The 6 subscales were used to investigate the levels of students' learning motivation and to compare students' learning motivation according to their gender and grade. The collected data were analyzed by Frequency, Percentage, Mean, Standard deviation and independent Samples t-test. The study

found that the students' intrinsic motivation at Laiza high school was high, but their extrinsic motivation was low. And significant differences of students' learning motivation according to their gender and grade at Laiza high school students were founded in this study. The findings implied that at Laiza high school, students' intrinsic, especially their extrinsic motivation need to be enhanced through possible teaching activities. And as an important component of students' intrinsic motivation, their curiosity needs to be improved and focused by teachers in the future. Meanwhile, since the study found students' extrinsic motivation at Laiza high school were depending on a lot on teachers, teachers' awareness and knowledge of how to use the extrinsic motivation in their regular teaching tasks need to be raised.



Field of Study: Curriculum and Instruction

Student's signature.....

Graduate School of Education

Advisor's signature

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LIST OF ABBREVIATIONS

DEM: Department of Education in Myanmar..... 4

KIO: Kachin Independence Organization..... 4

CEP: Center on Education Policy..... 4

SPDC: State Peace and Development Committee 30

IDP: Interpersonally Displaces Person 56



CHAPTER I

INTRODUCTION

This chapter consists of background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical and conceptual framework, scope and definitions of terms and significance of the study.

Background of the Study

Motivation is a pivotal in school because it arouses, directs and maintains behavior of learner Woolfolk and Hoy (2009). Motivation includes intrinsic motivation and extrinsic motivation. The students are motivated internally or externally in academic task in school. Ryan and Deci (2000) described that students who are motivated means to go forward to do something, and the students who feel no energy or inspiration to move forward that implies unmotivated.

Students with extrinsic motivation participate in activity without self-determination according to Vallerand and Blissonette (1991). In addition, Deci, Ryan and their colleagues stated that different types of extrinsic motivation, which are external, interjected, identified and integrated regulations.

External regulation happens when the behavior is controlled by material reward. For instance; students may engage in activities as a fun way to protect criticisms from the teachers or others.

Interjected regulation occurs when student is behaving out of a sense of guilt or obligation or a need to prove something. For example, students may feel they want to study in the night before the test because they feel guilty if they don't.

Identified regulation, it occurs when behavior is ascribed as an important. For example; student chooses to do extra work in math, and eventually it increases students' ability in that particular subject.

Integrated regulation means that when the student's behavior is the same with other's goals and values. To be harmony with the self-concept of others, they integrate behavior in the learning activities.

Intrinsic motivation is an inner state, and it is explained with three intrinsic theorist's views according to Stipek (1998). People are to seek opportunities for enriching competencies, to attempt for finding novelty (events or activities that are discrepant from expectation) and to obtain autonomy. In addition, Spinath and Spinath (2005) stated that learning motivation is connected with these three views and children should be motivated to extent that they feel competent.

The study conducted by Lepper, Corpus and Iyengar (2005) found that there were positive correlations between motivation and academic achievement. They also found that if intrinsic motivation declines, academic achievement may also be declined significantly. In addition, Hendrickson (1997 cited in Shih and Gamon, 2001) found that students' grade point average can be predicted by looking at the student's motivation and attitudes. The other study, on the other hand, indicated that even though intrinsic motivation and identified extrinsic regulation were positively related to outcomes, external and introjected regulations from extrinsic motivation were negatively related to outcomes Vallerand and Blssonnette (1991). Furthermore, a study conducted in the North-Eastern United States by Amabile, Hill, Hennessey and Tighe (1994) revealed that student's intrinsic motivation can be decreased by extrinsic encouragement.

In addition, the study conducted at Minnesota Middle School by Moos and Honkomp (2011) found three basic needs of motivation such as autonomy, competence, and relatedness. For example, students are encouraged to solve problems in their own ways, to initiate for asking questions, and to plan individual

learning projects in autonomy supported classroom. Regarding competence, the learning activities are well matched with the level of students' knowledge and skill. Besides, the relatedness is that students belong to and attached to group. The other study conducted in the San Francisco Bay Area of California to elementary and middle students by (Lepper, et al., 2005) found that there was a significant difference across grade level for the desire to please the teacher or dependence on the teacher.

Luftenegger, Schober, de Schoot, Wagner, Finsterwald and Spiel (2012) described that autonomy is important to build motivation at learner centered classroom because it promotes students' interest, learning goal orientation and student self-efficacy.

In Myanmar, however, most students do not have opportunity to choose their learning because traditional teaching style still dominates teachers and students according to Tin (2008). In addition, as Tin (2008) also pointed out that the current curriculum and instruction do not encourage students to develop analytical and creative thinking well or sharing their experiences and opinions. This indicated that students may be less motivated in the classroom intrinsically in their learning at schools.

Statement of the Problem

There are many things that make students less motivated to learn at Laiza high school in the Kachin, state, Myanmar. To know the problems of motivation that occurs in the Laiza high school, this researcher interviewed with Headmistress of Laiza high school on 26 December 2013. According to the Headmistress, she described that they have difficulty in doing the activities such as problem-solving, cooperative learning, experiential learning and collaborative learning due to difficulty of teaching materials. Therefore, the students are weak at solving the problem and

working without help from teacher. This indicates that students are too much dependence on teachers.

As Department of Education in Myanmar (DEM, 2004) pointed out that the majority of teachers are still using a traditional teaching method in Myanmar. As a result, students may feel bored with teachers' lectures in the classroom and they were likely to be less motivated by the learning activities. Teachers do not have much time for preparing their lesson because they have to teach at least 5 periods per day according to the headmistress from Laiza high school. Therefore, the activities carried out by teacher do not motivate students' learning.

The headmistress also mentioned, the school was lack of some teaching and learning materials. Therefore, students had to depend on merely teachers' lectures. In addition, most of the students sought the help from teachers when they encountered with difficult lessons. They wanted easy work and tried to get the answer from their teacher. This indicated that students tended to have more extrinsic motivation.

According to the information from District education department of Kachin Independence Organization (KIO), the educational incentives were not much in Laiza school environment. Consequently, students were not motivated to learn much in the school.

Besides, although Center on Education Policy (CEP, 2012a) suggested that teacher' behavior and attitude affect students' motivation through interacting with them, some of the teachers from Laiza high school do not have enough caring, passion and enthusiasm when dealing with students due to being busy with their work and inadequate salary according to headmistress from Laiza high school.

For all the reasons and factors mentioned above, this researcher decided to conduct a study to investigate the real situation of students' learning motivation

including intrinsic motivation and extrinsic motivation at Laiza high school, and to compare the students' learning motivation according to their gender and grade at Laiza high school, Kachin state, Myanmar.

Research Questions

The following research questions were examined to investigate students' learning motivation.

1. What are the students' demographic factors including gender and grade at Laiza high school?
2. What is the level of students' learning motivation at Laiza high school?
 - 2.1 What is the level of students' intrinsic motivation at Laiza high school?
 - 2.2 What is the level of students' extrinsic motivation at Laiza high school?
3. Are there any differences in the students' learning motivation according to their gender and grade at Laiza high school?

Research Objectives

1. To identify the students' demographic factors including gender and grade at Laiza high school.
2. To determine the level of students' learning motivation at Laiza high school.
 - 2.1 To determine the level of students' intrinsic motivation at Laiza high school.
 - 2.2 To determine the level of students' extrinsic motivation at Laiza high school.
3. To compare the students' learning motivation according to their gender and grade at Laiza high school.

Research Hypothesis

There is a significant difference of the students' learning motivation according to their gender and grade at Laiza high school.

Theoretical Framework

The theories of extrinsic and intrinsic motivations were used as the main theory support for this study.

Intrinsic Motivation

The intrinsic motivation was developed by many theorists such as Maslow's hierarchy of needs and self-determination Deci and Ryan (2002). These theorists base on humanistic approaches as well as all these approaches and theories are intrinsic sources of motivation Woolfolk and Hoy (2013).

Intrinsic motivation has a natural tendency to engage one's interests, exercise one's capacities, and to investigate and master optimal challenges Reeve (1996). Therefore, it relies on internal factors of students namely, needs, interests, curiosity and enjoyment Woolfolk and Hoy (2009). In addition, when students are intrinsically motivated, they do not need incentives, rewards and punishments. These types of students actively seek opportunity to participate in the activity (Spaulding, 1992). This means that motivation emerges from the student's needs, personal curiosities and innate striving for improvement. As a result, student can be motivated without rewards and pressure (Reeve, 1996).

Extrinsic Motivation

The behavioral approach was developed by the Skinner, which is usually occurred by the external factors to the person (Stipek, 1998). The Skinner also indicated that extrinsic is the behavioral approaches to motivation.

Students are not really interested in the activity for its own sake; they care only about what it will obtain them. They have very little to do with the task itself but they do something for increasing merit, avoiding criticism from parents and pleasing teachers. These types of students experience extrinsic motivation (Reeve, 1996).

This indicates that extrinsic motivation is environmental factors namely, reward, incentive, social pressure and punishment. Consequently, students can be motivated extrinsically by providing incentives, rewards and punishments Woolfolk and Hoy (2009). This motivation is a means-to-end type of motivation in which the mean is the behavior and the end is some attractive consequences (Reeve, 1996).

Conceptual Framework

The purposes of this study were to investigate the levels of students' learning motivation; and to compare the students' learning motivation according to their gender and grade at Laiza high school, Kachin state, Myanmar.

This study had two types of variables including independent variable (students' demographics, gender and grade) and dependent variable (levels of learning motivation, intrinsic motivation and extrinsic motivation).

The details of conceptual framework for this study were shown in Figure 1.

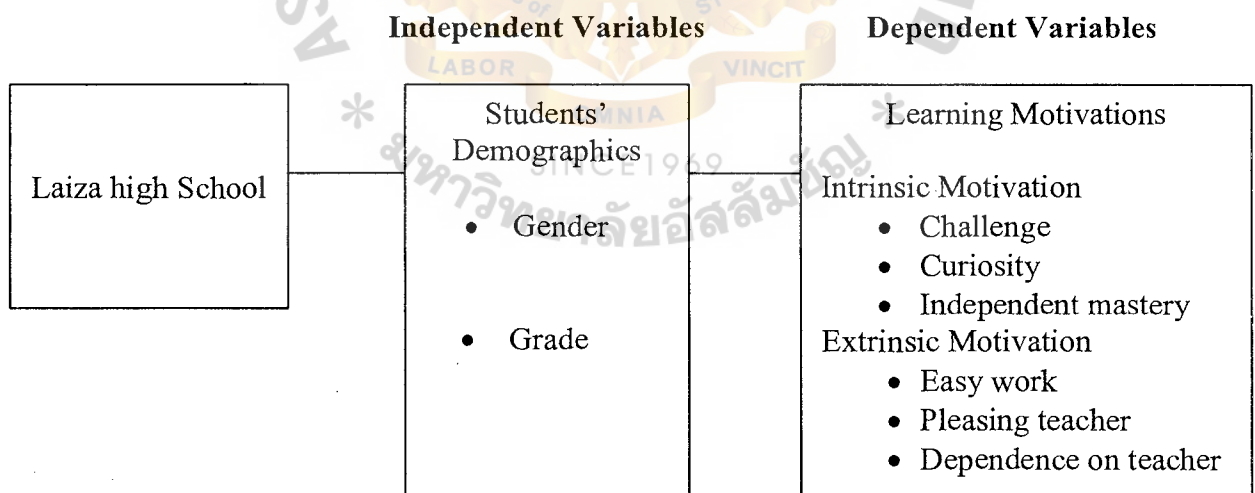


Figure 1. Conceptual framework for the study

Scope of the Study

This study was conducted only in Laiza high school Kachin State, Myanmar.

This study focused on students only from grade 10 and 11 at Laiza high school and, 139 students were surveyed by using questionnaire. As these students were the mature senior and facing their graduation soon at Laiza high school.

The researcher studied on the students' learning motivation including intrinsic and extrinsic motivations only. The finding may not be applicable for other grade students in Laiza high school and other high schools, Kachin State, Northern, Myanmar.

Definitions of Terms

Gender refers to girls or boys from Laiza high school.

Grade refers to grade 10 and 11 students of Laiza high school.

High school refers to Laiza high school, Kachin state, Myanmar.

Motivation to learn refers to students' motivation for classroom learning determined by his or her intrinsic interest in learning and mastery, curiosity, and preference for challenge, in contrast to extrinsic orientation in which students are motivated to obtain teacher approval or grades and is dependent on the teacher for guidance and preference on easy work.

Extrinsic Motivation refers to behaviors performed in the absence of self-determination. In this study to determine the levels of students' extrinsic motivation the following three subscales was utilized.

- ❖ **Easy work** students avoid difficult problems they want to do easy compliable work and more preference to learn easy lesson. Question item from 18 to 23 of the questionnaire measured this part.

- ❖ **Pleasing teacher** students desire to do due to teachers' force. They involve in academic task in order to get material rewards. Question item from 24 to 27 of the questionnaire measured this part.
 - ❖ **Dependence on teacher** Mostly it occurs to structure learning preference students. When the difficulty comes up with their schoolwork, they ask teacher for help. Question item from 28 to 33 of the questionnaire measured this part.
- Intrinsic motivation** refers to inner mind behavior, students characterize to develop skills and engage in learning on their own determination and seeking improvement without external factors. In this study to determine students' levels of intrinsic motivation the following three subscales was utilized.
- ❖ **Challenge** students like new work and persist difficult assignment or problem in their learning process. They enjoy attempting difficult schoolwork and they feel interesting on that. Question item from 1 to 6 of the questionnaire measured this part.
 - ❖ **Curiosity** searching serious by themselves that they want to know or interest without any environment factors force. Question item from 7 to 12 of the questionnaire measured this part.
 - ❖ **Independent mastery** work independently to finish class assignment and solving problem or correct making mistake on their own. Question item from 13 to 17 of the questionnaire measured this part.

Student refers to grade 10 and 11 students of Laiza high school.

Significance of the Study

Since there is no previous research on students' learning motivation at Laiza high school, in the Kachin State, Myanmar, this study results will be beneficial to the school principal, teachers and students to know information about students' learning motivation in school.

This study will help leader of high school to evaluate their understanding of motivation in school. The leader can consider the improvement for students' learning motivation in school. Through the study, teacher will become aware of students' learning motivation in the classroom meanwhile they can prepare to motivate students more than before. This study results can be useful as a reference for future researchers to continue their studies in conducting about students' learning motivation in school.

This chapter presented the objectives of the study and the important of this research on students' learning motivation in school. In the following literature review, the researcher will discuss the concepts of students' learning motivation; intrinsic and extrinsic motivation and supported theories.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of literature on learning motivation three intrinsic motivation subscales and three extrinsic motivation subscales. Sustaining students' motivation in school environment, strategy to encourage motivation and thoughtful learning, self-efficacy for learning and performance, and teacher and student relationship are included as relating to theory. In addition, related research on students' learning motivation, Myanmar education system, education system under Kachin Independence Organization (KIO) control area in the Kachin State and a brief introduction to Laiza high school are described in this chapter.

Motivation

Motivation is defined as an internal state that inspires, directs and maintain human's behavior (Woolfolk and Hoy, 2013). It is a cognitive and an emotional arousal that leads people to make decision and to sustain intellectual and physical effort for obtaining goal according to Williams and Burden (2000 cited in Li and Pan, 2009). In relation to learning, it is exciting the mind of the student to receive instruction from teachers and peers (Mart, 2011). In other word, it is an inner state that arouses individual's desire for a goal and maintains their effort in a certain direction and time (Kong, 2009 cited in Mart, 2011).

Motivation is crucial in learning because motivation and learning are inseparable psychologically and biologically (Zull, 2002 cited in Wlodkowski 2008). Besides, Wlodkowski (2008) indicated that it is not only to improve learning but also to mediate learning. Therefore, school teachers and instructors should know the

advantages of motivation in learning fields. For example, when learners are motivated during the learning process, things go more smoothly, well-communicated, less anxiety, and creativity and learning are more obvious. If students are to benefit maximally from the educational curriculum, teachers must provide a learning context that motivates students to engage in learning activities. In addition, the study conducted by Reeve (1996) found that the correlations between motivation and academic achievement were positive. Consequently, promoting motivation in learning is both an achievement issue and a developmental issue.

Intrinsic motivation

Intrinsic motivation is a natural tendency that appears to do interests thing and attempt to have competence and reachable to optimal challenges (Deci and Ryan, 1985 cited in Reeve, 1996). It relies on internal personal factors such as needs, interests, curiosity and enjoyment. This type of motivation comes from student's need and personal curiosities to produce effort for their improvement. Therefore, when students are intrinsically motivated, they can develop their skills and capabilities without environmental factors such as rewards and pressures. In addition, intrinsic motivation promotes many issues in learning such as quality of learning, task performance, optimistic outlook, creativity and initial and competence. It is also more productive adaptive approaches to challenge, and in relatedness to others in the context according to Hardre (2003). The research conducted by Pavlou (2006 cited in Andrews, 2011) found that student with high level of intrinsic motivation, can control the amount of effort they put in, and they have confidence of being agents in gaining the desirable goal. In this study, to investigate students' intrinsic motivation the following subscales will be discussed.

Challenge

Students with challenge like to do learning tasks which are moderately difficult to accomplish. This type of students engages with their capacities and elicits intrinsic involvement (Wlodkowski, 1993). The other study conducted by Ali, Khan and Hamid (2010) found that when the students encountered with various diversity intellectual task, this type of students use more logical information-gathering and decision-making strategies. Barron and Harackiewicz (2001) stated that their individual goals are to enrich competence by acquiring new knowledge and skills. When they approach classroom activity, they strive to improve and develop their skills. The past research showed that this type of students select more challenging task, persist in the face of difficulty, do deeper, more elaborate study strategies, and hold more positive attitudes toward learning than ability goals Ames and Archer (1988). Additionally, Woolfolk and Hoy (2009) stated the point of the characteristic of this student is to improve and to learn without being worried of making mistakes and hard work appears. This type of students actively engaged in the task during cooperative work is characterized as task-relevant behavior. They are also active and targetable the task, and persist when obstacles occur according to (Hijizen, Boekaerts and Vedder, 2007).

Curiosity

People have characteristic of seeking experience, learning new things, solving problems, acquiring skills and developing competence. Regarding learning, student has to nurture curiosity and use it as motivation because it is an emotional reaction that boosts student to learn a various level of information, stimulation and challenge (Reeve, 1996). For instance, if information, stimulation and challenge cultivating are too little, student's emotion becomes indifference, apathy, or boredom. In contrast, if

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learning is too much, the emotion produces stress, fear, overwhelming-ness, depression or anxiety. The curiosity occurs when student encounter unexpected things and unpredictable objects. The closes example for this that teacher raises questions without letting student know to ask. However, to learn more about the topic, student may ask question or create problem rather than merely dependence on teacher because curiosity is intrinsic motivation, and it encourages continuous learning without any expectation from teacher's rewarding. Therefore, curiosity leads not only to attention and alertness but also to learning and intellectual growth (Reeve, 1996).

Independent mastery

Students with intrinsic orientation like academic challenge and have curiosity and interest in their work and try for independent mastery according to Harter's (1981 cited in Newman, 1990). Their motivation to participate in work primarily for its own seek, because they feel the work itself is interesting or satisfying Amabile, Hill, Hennessey and Tighe (1994). The students with intrinsic orientation may view help-seeking as an instrumental mean for mastering a task. However, the child with extrinsic orientation is likely to view help-seeking as an expedient mean for completing the task and getting teacher approval according to Newman (1990).

Research revealed that feedback emphasizing progress is the most effective. For instance, when students are given positive feedback on their accomplishment, self-confidence, analytical thinking and performance can be increased as well (Banchdura, 1997 cited in Woolfolk and Hoy, 2009). This type of students enjoy in their study with challenging nature of an activity, enthusiasm and self-driven according to Ali, Khan and Hamid (2010).

Extrinsic Motivation

People are not really interested in the activity for its own sake whereas, they only expect to be recognized with external forces such as rewards, social pressure, punishment and incentive. Therefore, students who like environmental factors, tend to avoid criticism from parents and to please teachers. For example, students who act for gaining a high grade, winning a trophy and complying a deadline. This type of students' behavior is extrinsically motivated (Reeve, 1996). Consequently, to motivate students extrinsically means of incentives, rewards and punishments (Woolfolk and Hoy, 2009). In addition, McQuown (2011) found that extrinsic motivation is external factor that students should not have a lot. This proves that the root of being engaged and remaining engaged is that of having intrinsic motivation. Students with lack of extrinsic motivation ignore rewards but they prefer to rely on teacher or peers relationships as their motivating factor according to Garvis (2009 cited in Andrew, 2011). As a relation to learning outcome, Lepper and Corpus (2005 cited in Dahl and Smimou, 2011) found that extrinsic motivation has negative correlation with academic outcomes. Besides, Reeve (1996) and Shapira, (1976 cited in Hardre, 2003) stated that extrinsic motivational orientation tends toward challenge avoidance and prefer to do easy success. In this study, to know students' extrinsic motivation the following subscales will be discussed.

Easy work

Students prefer easy work that focuses on obtaining good test scores and grades or they will concentrate more on winning and beating other students (Woolfolk and Hoy, 2009). If the goal of students is outperforming other students, it looks smart for selecting easy materials to read. However, if they see that winning is impossible, they pretend not to care of it. Therefore, Deborah Stipek stated that this type of

students has behaviors such as copying from classmates' papers, seeking attention for good performance and trying good grade on assignments. Besides, they hide their paper with low grade, compare grade with others and choose task related to positive result in the class work. They try to accomplish homework assignments and activities as quickly as possible without producing much effort Pintrich and Shunk (2002 cited in Woolfolk and Hoy, 2009). This type of students also abandons task easily when they encounter with challenges Hijizen, Boekaerts and Vedder (2007).

Pleasing Teacher

Student performs school-related activities for external reasons such as to avoid from getting bad grades and to protect criticism from teachers without their desirable outcome and less their own determination Boggiano (1998). Students with extrinsic motivational orientation might develop low perceptions of control, because they tend to work for teacher's approval on their performance according to Boggiano and Barrett (1985). This type of students involve in academic task in order to please their teachers and to obtain a good grade Lepper, Corpus, and Iyengar (2005).

Teachers give verbal rewards and tangible rewards in school but praising is used more for student's achievement. Usually, teachers enjoy with giving praise and students prefer to receive it. However, praising should be used only for authentic accomplishment of task and it should not be aimed for building a social relationship with an alienated student according to (Brophy, 1981; Delin& Baumeister, 1994 cited in Brophy, 2010). Besides, praise should be informative and appreciative rather than restriction Kast and Connor (1988 cited in Brophy, 2004). The praises should be used to draw students' attention on their own improvement rather than praise that inspires social comparison (Stipek, 1998).

Dependence on teacher

Elementary-school children want to ask questions because they believe that asking questions helps them learn according to Newman (1990). If help-seeking students accept that help is necessary, they are aware of their difficulty and needs. The students connect this awareness to an action to remedy the difficulty. In this case, the seeking of assistance is called volitional strategy for keeping task involvement and preventing possible failure. However, Lisa Fast and her colleagues (2010, cited in Woolfolk and Hoy, 2009) found that 4th through 6th grade students were higher in self-efficacy and mathematic achievement when they had teacher's caring and providing class as challenging. In contract, the research conducted by Newman (1990) found that the children with extrinsic motivation seek help for task completion and teacher's approval.

Theories that incorporate students' learning motivation

In this part the researcher discussed about sustaining students' motivation in school environment, and strategies to encourage motivation and thoughtful learning, self-efficacy for learning and performance, and teacher and student relationship.

These are discussed base on Self-Determination theory and belief about self-efficacy because Self-Determination offers students choice to have our own wishes rather than external controls such as the rules, schedules, deadlines, orders, and pressures by others according to (Woolfolk and Hoy, 2013).

In addition, Woolfolk and Hoy (2013) also stated students are supported by self-determination and autonomy possess the character like greater students interest, sense of competence, creativity, conceptual learning, and prefer more challenge work. As a result of giving students to make choices, they understand more and believe that

the work is important therefore they tend to internalize educational goals and take responsibility as their own.

Relating to school environments, controlling environments contrast with autonomy-supporting classrooms, because controlling environment is defined rote recall tasks performance. In this environment students are forced to perform the academic activities but the students often prefer and seek the quickest and easiest solution. In these two environments, autonomy-supporting classrooms enhance intrinsic motivation and students are active. On the other hand, controlling environment provide extrinsic motivation and students are passive according to (Reeve, 2009 cited in Woolfolk and Hoy, 2013).

In order to success teaching process, teachers' believes on every student and students' high self-efficacy is pivotal. Bandura defined that self-efficacy is belief in one's capabilities to accomplish expected goals. For example, "Will I succeed or fail". If we believe higher, our achievement will be higher but if our belief is low, the achievement will be lower. Therefore, Bandura described that the prediction is affected by self-efficacy and it is also sources of motivation, our belief of our competency and abilities are in a given area.

Sustaining Students' Motivation in School Environment

To create autonomy-supporting classroom or environment that sustains students' motivation to learn, school programs, using a variety of teaching methods, giving students choice in classroom, creating tasks with appropriate challenges and making lessons relevant are considered as important factors. Center on Education Policy (CEP, 2012b) also described that the schools must have good curriculum and instruction, teacher training, enjoyable school climate, positive teacher-student

relationships, good school-parents relationships and other elements. Besides, our syllabus needs to be clear enough for learning objectives, course goals, and student expectations for the course as well as providing explicit communication to our students what they need to do for successful learning will sustain students' motivation to learn (Mart, 2011).

In addition, if students are to be re-engaged, use motivation properly by giving students some choices and freedom in classroom so that they feel they are learning themselves (McQuawn, 2011). Empower students by giving them autonomy and helping them improves skills for self-directed learning because student's motivation is increased if they feel that they have control of their learning outcomes (Callahan, 2010 cited in Mart, 2011).

Giving students choices in a classroom and their learning enhances their feelings of self-determination and intrinsic motivation to involve in classroom activities and learning activities (Brook and Young, 2011). This proves that students must be offered choices of activities and opportunities such as allow them to select topic for writing essay, composition assignments and to work with their interest partner. Besides, Brophy (2010) suggested that teacher must take students' interests into account when considering choice options because they are more likely to perform well when they have opportunity to select from options. As a result of this, Garvis (2009 cited in Andrew, 2011) stated that the power of being able to make choice, students possess choice power tend to be more motivated to complete the classroom task and school activities. This indicates that motivating students is in teachers' hand because the key player in conducting classroom activities and providing students autonomy for their learning (Brooks and Young, 2011).

The other important issue for sustaining student motivation is that teachers must plan lesson in terms of students' interests, background knowledge and abilities to provide them with appropriate level of challenge in learning. This suggests that the right balance is important to make every student feels that he/she has the capability to succeed Mart (2011).

The other way to sustain students' motivation is to provide relevant content to students' values and goals (Malouff, Rooke, Schutte, Foster and Bhullar, 2008) and connect the content to real experiences, including examples and let students know the value of their learning (Callahan, 2010 cited in Mart, 2011).

To sustain students' motivation in school environment study conducted by Fan & Chen (2001&Jeynes, 2003, 2007) cited in Smith, Wohlstetter, Kuzin and DePedro (2011) stated that there is a significant effects of parental involvement on both academic and behavior results. For instance, parental involvement is related to student achievement indicators such as, better grades, attendance, attitudes, expectations, homework completion, and state test results (Smith, Wohlsterter,Kuzin and Depedro, 2011).

Regarding learning assignment, if parents put more involvement in monitoring, enforcing and helping, students are motivated more extrinsically and thus, dependent on external sources for academic guidance and evaluation (Gonzalez-DeHass, Willems and Doan Holbein, 2005). Besides, parents' reaction to their children's obtained grades either high or low is relative to extrinsic motivational orientation.

Strategies to Encourage Motivation and Thoughtful Learning

Teachers must have the strategies to motivate students to learn, and all activities in classroom must encourage students' motivation. For example, the information presented by teachers, the types of activities teachers use, the amount of choice and control offered to students, and chances for them to perform in groups that must be related to students how comfortably they feel in the classroom (Kelly, 2009 cited in Andrews, 2011).

It is important to use a variety of teaching methods by the teacher in engaging students to achieve successful learning. The study conducted by Hootstein (1994 cited in Fenner, Mansour and Sydor, 2010) suggested that teachers always need to learn new strategies of teaching in enhancing maintaining motivation into the instructional process, and motivation can be increased and sustained through good instructional design (Small, 2000 cited in Fenner et al 2010). For example, addition to our teaching with guest teachers, a panel discussion and students' presentations can minimize passive learning (Callahan, 2010 cited in Mart, 2011).

In order to encourage motivation and thoughtful learning, problem-based learning can be used in teaching in which students have to define problems themselves and to solve them on their own ways through working collaboratively (Moos and Honkompm, 2011). Hollenbeck (2008) described that students assume responsibility for their learning by using problem based learning instruction in the classroom. Students must be on task to complete successfully and they have obligation to meet with their team for their project. They are responsible for learning new information and applying to solve their problem therefore, the students gain self-esteem in solving their problem, sharing their outcomes in them and teachers.

Teachers may use activities that students are interested in and enjoyable so that they

will be engaged in these activities without extrinsic motivation (Istifci and Kaya, 2011)

In addition, there are some conditions that need to be in classroom to encourage motivation and thoughtful learning. Firstly, the classroom must be free from interruptions and disruptions; secondly, teacher must be patient, supportive person who give students opportunity to make mistakes; thirdly, the task must be challenging but reasonable; and finally, the learning tasks must be genuine and meaningful (Woolfolk and Hoy, 2009).

Students lack with confidence are de-motivated their motivation and teachers' positive expectation can make students' achievement higher (Woolfolk and Hoy, 2009). This suggests that teachers are responsible to build students' confidence and have positive expectation. Although teachers want their students to keep their attention on the task during their teaching, students will lose their motivation frequently when they experience difficulty. Besides, students' motivation can be increased by letting them see the values of learning, such as attainment value, interest value and utility value or instrumental value. Therefore, keeping students focus on the task and making students seen the value of learning are crucial during teaching.

Most teacher think rewards are one way to motivate students to put their effort on their learning. However, motivational theorist described that it doesn't encourage for learning but it controls behavior (Brophy, 2010). Research findings suggest that if teachers want to give students reward, they may need to look back what they were already doing for their own reason. Otherwise, this can make less students' intrinsic motivation to carry on the activity in the future (Deci& Ryan, 1985; Heckhausen, 1991; Lepper and Greene, 1978cited in Brophy, 2010). However, teachers can control rewarding students according to Brophy (2010) described the three types of

rewards that decrease performance quality and intrinsic motivation are: (1) the rewards are presented to students in an attractive way (high salience), (2) the rewards are intended for only participation in the activity (no contingency) and (3) the rewards are tied to behaviors as control devices (unnatural).

Self-efficacy for Learning and Performance

Self-efficacy is a person's belief of capacity in functioning and completing aims. It refers to the student's ability to engage and accomplish tasks or activities successfully in schools, and it also directs students' behavioral options, motivation, thinking process and academic achievement (Merriman, 2012). For example, if students have low self-efficacy, their academic achievement can also be poor. In addition, research conducted by Marchant, Paulson and Rothlisberg (2001 cited in Kobus, Maxwell and Provo, 2008) indicated, the students' achievement is reached at maximum when they have feeling of competence about their skills, have personal goals to obtain, and they feel that they control over their success and failure. If they are given this type of motivation, they are motivated intrinsically for their learning. This also indicates that positive reinforcement can be used to assist strengthen students' self-efficacy, for example, by giving support, admiration and encouragement in classroom activities.

Besides, teacher caring can also enhance students' self-efficacy because study conducted by Murdock and Miller (2003 cited in Gehlbach, Brinkworth and Harris, 2011) found that there was a relationship between teacher caring and student's self-efficacy. For example when students feel that their teachers care of them, they have more willingness to pay attention Wentzel, (1997 cited in Gehlbach et al, 2011). The other example that can promote student's self-efficacy is teacher's expectation because Lumsden (1997 cited in Fenner et al, 2010) suggest that when teacher has

high expectation, the students' level of achievement is also high. This shows that teacher's attitudes play a crucial role in promoting students' self-efficacy in schools, and learning environment. The use of teaching methods can also increase self-efficacy of students Pintrich and Schunk (1996). Therefore, Brophy (1985 cited in deJong, Tarwijk, Verloop, veldman and Wubbels, 2012) hypothesized that for student learning, class-level expectations of teachers is better than expectation on an individual level.

Teacher and Student Relationship

The relationship is not only for the key to happiness but also for psychological need and motivator of human behavior (Ryan & Deci, 2000 cited in Gehlbach et al 2011). The benefit of good relationship between teacher and students affects students in school even outside the school because this relationship reduces stress, facilitates social/emotional development, and plays a critical role in schooling outcomes for students (Martin and Dowson, 2009 cited in Gehlbach et al, 2011). Therefore, teacher and student relationship is important in school because the outcome of school is consistently associated positive teacher and student relationship in school (Moos and Moos, 1978; Wentzel, 1997 cited in Gehlbach et al, 2011).

In addition, teacher's attitudes such as caring, passion and expectation enhance students' academic self-efficacy and intrinsic value of education because caring, enthusiastic, consistent and impartial are given priority by effective teachers when dealing with students and effective teachers also have high expectation on their students and passion on their students and job (Brewer, 1997 cited in Mart, 2011 and Ornstein, Pajak and Ornstein, 2011).

A good relationship between teacher and students is necessary for learning to occur because students' engagement in learning depends on how teacher approaches to topic. For example, the type of relationships they use, the strategies they use to motivation and their use of classroom assessment affect students' learning (Center on Education Policy CEP, 2012a). In some traditional classrooms, teacher control students' movement too much and the tendency of students' motivation is destroyed. All these indicate that teachers are mainly involved in students' motivation to learn well in the classroom so that the relationship between teacher and students is paramount in enhancing students' motivation to learn (Brooks and Young, 2011).

Teachers have different belief in gender-based differences and abilities. Similarly, among the students, they also have different preferences according to gender (Gurian, 2001 cited in Cushman, 2010). Therefore, they are different in learning. For example, boys like more activity but girls have ability to set tasks and accomplish them by themselves. In addition, they also have different personalities, girls want to be pleased and want to do jobs for others, but boys just like laughing with other. Regarding group work, both male and female who are good at socialization, tend to accept more responsibilities for their learning. Consequently, they are motivated to achieve their goals (Abrami, Chambers, poulsen, DeSimone and Howden, 1995cited in Gillies and Boyle, 2010). Research found that students worked in the same-gender group have a greater sense of enjoyment, encouragement and affiliation than students in mixed gender group (Gillies and Boyle, 2010). However, both boys and girl prefer to participated and exhibit higher level of learning goal orientation when their teacher belief in the principles behind their program, including the transfer of autonomy according to (Meece, Herman, and McCombs, 2003 cited in Luftenegger et al 2012).

Related Research on students' Learning Motivation

This section will present the previous research findings of motivation, particularly extrinsic and intrinsic motivation. Motivation is defined with the amount of participation in learning and long-term commitment to the process of learning (Artyushina and Sheypak, 2012).

Research conducted by Lumsden (1994) found students who are motivated extrinsically, perform to gain external factors such as grade, things, teacher's approval and to avoid from some punishment activities. For this type of students, effort has to be promoted by providing rewards. Besides, research results indicated that reward is used to put effort and to increase some degrees of performance level because it promotes the effort and quality of performance (Stipek, 1998). Therefore, Lumsden (1994) and Stipek, (1998) suggested that extrinsic factors should be used cautiously because it can have negative effects on both teachers and students. Students' existing intrinsic motivation might be decreased due to improper use of external factors. In addition, Wu and Marek (2010) study suggested that students should not be given much external arousal because they can lose engagement with task when the reward or punishment is withdrawn. However, Svinicki (2003) study indicated that praise, positive feedback or access to highly desirable activities can be used to reinforce for engaging task or work accomplishment, especially praising encourage for great learning.

In contrast, Mart (2011) found that intrinsically motivated students put effort and establish a particular goal, enhance energy and increase cognitive information processing ability. This type of students is more likely to interest in learning and to use what they have learned as well (Wlodkowski, 2008). Besides, Lumsden (1994) indicated the important of classroom climate. For instance, if students are given

caring, involvement opportunity, value and respect, they tend to engage more with the process of learning. Umbach and Wawrzynski (2005 cite in Russell and Lslater, 2011) proved that teacher's beliefs, expectations and attitudes had a significant effect on students' learning environment and creation. Consequently, numerous surveys indicated that the most effective teachers and educators have been perceived as caring, enthusiastic, consistent, and impartial when dealing with students (Brewer, 1997; Mart, 2011; Murdock and Miller (2003 cited in Gehlbach et al, 2011) also found that perceived teacher caring was also associated with students' academic self-efficacy and intrinsic valuing of education.

Many studies indicated that learner' perception on classroom structures and teachers' instructional practices promote not only students' achievement but also motivation to learn (Kaplan and machr, 1999 cited in Luftenegger et al 2012). In addition, Richardson, Kring and Davis (1997 cited in Mart, 2011) found that giving a variety of creative activities and cooperative groups motivate students' learning in school.

Therefore, Nolen, Ward, Horn, Campbell and Mahna (2007 cited in Mansfield and Volet, 2010) found that teacher must be motivated, consequences they belief about classroom motivation and think how such belief develops in school.

Furthermore, Hootstein (1994 cited in Fenner et al, 2010) suggested that teachers required to use a variety of teaching methods and always need to learn new strategies in promoting motivation into the instructional process, and motivation can be enriched and remained through good instructional design (Small, 2002 cited in Fenner et al, 2010).

Harter (1981) found that intrinsically motivated students preferred to seek the challenge, interesting activities, and assignments. Moreover, these students are more

likely to plan and face difficulties by themselves. Contradictory, the characteristic of extrinsically motivated students like easy and assigned work, they would be sure to succeed and to sure to get credit. In addition, they also preferred to seek from the teacher such as what to do next and how to answer when difficulty assignments come up. Lepper et al (2005) described that Harter and others scholar using her scale expected that reward and other extrinsic contingencies to be higher for older children.

Myanmar Education System

Myanmar education system is 5-4-2 structure from primary to high school. In primary education (Elementary education), students are usually the ages 6 to 11 years old (grade 1-5), but underage and overage students are still remained in practice, especially schools in rural areas. The students of ages 12 to 16 (grade 6-9) are in middle schools (intermediate school) and ages 17 to 19 (grade 10-12) are in high school (Secondary education).

The subjects taught in schools are prescribed according to the levels of students. In primary level, Myanmar language, English language and mathematic are taught as the mean subjects. But, natural science, moral and civic education and life skills are taught generally in lower primary level (grades 1-3) and in the upper primary (grades 4-5), basic science and social science (geography, history, moral and civics education and life skills) are taught. Middle school students are taught Myanmar, English, Mathematics, History, Geography and General science. Life skill, physical education and pre-vocational education are comprised as co-curricular activities. The high school students are taught Myanmar, English and Mathematics as main subjects and physics, chemistry, biology and economics are elective subjects.

Teaching and learning in Burmese is based on “pass-fail” examination system instead of using the continuous assessment that assesses student’s authentic

competence according to Lwin (2000). Although Tin (2008) stated that teachers have great potential that can cater to the students requirement in the classroom, Myanmar teachers enter in the classroom without taking proper training, use an authoritative role in teaching and therefore, students have less confidence, anxiety and boredom according to Lwin (2010).

Therefore, Department of Education in Myanmar (2004) stated that they are reviewing and upgrading the current curriculum. In addition, they are giving training to teachers in terms of promoting teachers' qualification.

Education System under KIO Control Area in the Kachin State

As the Laiza high school is under the administration of KIO education, this school has to follow the education system of KIO education. The education system under the KIO's administration is very similar to Myanmar government. The organization of the school system in the Kachin area is 5-4-2 system that includes;

- Grade 1 to 5 (6 to 11years old) in primary school
- Grade 6 to 9 (12 to 16 years old) in middle school
- Grade 10 and 11(17 to 19 years old) in high school
- 17 years old onward are in vocational and technical institutes and universities.

However, there are no separate middle and high school in the Kachin area of Myanmar because for example, middle school in which students are grade 1 to 9 (6 to 16years old) and high schools in which students are grade 1 to 11 (6 to 17years old). The curriculum is a little different from Myanmar schools. The Kachin schools provide the following subjects; The Kachin language (from grade 1 to 9), Myanmar language (from grade 1 to 12), Mathematics (from grade 1 to 12), English language

(grade 1 to 12), Science (from grade 1 to 12), Geography (from grade 3 to 12) and Social subjects (from grade 3 to 12).

Teaching Profession

Teaching profession is considered as a poor job in the Kachin areas of Myanmar because those who depend on this job are difficult to survive with their salary. However, teachers are working with fully kindness, dedication and self-sacrifice without any other intentions. The majorities of teachers from Laiza high school seem to enjoy working in school and are satisfied with their profession.

The KIO education department only could provide teachers short-training (e.g in-service training in order to enhance the quality of teaching and learning in schools up to 1996. Due to instable condition in politics, quality improvement of teachers could not be given priority in KIO agenda before 1994. Therefore, the instruction of teachers was influenced by teacher-centered approach and subject-oriented teaching. In February 1994, KIO took cease-fire agreement with the State peace and development committee (SPDC), and started working more in rural development and educational development but the quality of teaching and learning was still very poor condition due to lack of teachers' qualification and training. Up to now, only one third of teachers have been trained and 90% of teachers have been given a short-training called "child-centered approach in the Kachin area of Myanmar. In addition, only 20% of them have degree from formal university and the rest of them have just completed high school due to difficulty of getting qualified teachers.

Assessment System

A pass-fail examination system has been using in schools under the administration of the KIO control's area for almost 40 years. Consequently, this system influences not only on schools but also on parents and students even though continuous assessment progressive system is now applied in school.

The pass-fail examination system is still used in middle school and high schools in the Kachin, Myanmar. They might think that this system can increase the quality of education but many students had left from school because they failed exam and some parents and teachers might think that these students are impotent to do study. But, Lwin (2000) described the reason that students left from the school is illness, lack of interest, in ability to keep up with the class and less motivation on the part of parents to send their children to school.

A Brief Introduction to Laiza High School

The Laiza high school is situated on China-Myanmar border in the Kachin stated, Northern part of Myanmar under the administration of the Kachin Independence Organization (KIO)'s education. The KIO started opening schools in some villages in different areas of the Kachin state based on community support system from 1964.

In Laiza school, the medium of instruction is the Kachin language but some teachers use Myanmar language frequently. However, as the schools are rooted in the Kachin nationalism, central education department encourages all teachers and students to use the Kachin language in schools. Although English is taught as two subjects E1 (English textbook) and E2 (English grammar) in Laiza high school,

English teachers use grammar translation method and students are weak especially in listening and speaking.

There are 919 students and 45 teachers in Laiza high school according to the statistic of 2013-2014 academic years. Most of the students are from the vicinity of Laiza, and the majority of their parents work in the Kachin Independence Organization. Although most of the teachers have been given short-training such as child-centered approach and reading and writing for critical thinking, their knowledge and skills in teaching methodology are still in poor condition. Besides, there are limited resources and professional materials even no library to study and to upgrade their qualification.

According to the interview with Headmistress as mentioned before, in Laiza high school, students had difficulty in doing the activities such as problem-solving, cooperative learning, experiential learning and collaborative learning due to difficulty of teaching materials. Therefore, she thought the students were weak at solving the problem and working without help from teacher, and they might depend too much on their teachers.

The headmistress also mentioned that the school was lack of some teaching and learning materials. Therefore, students had to depend on merely teachers' lectures. In addition, most of the students sought the help from teachers when they encountered with difficult lessons. They wanted easy work and tried to get the answer from their teacher. This indicated that students tended to have more extrinsic motivation.

This chapter described detail students' learning motivation base on its related theory, the three dimensions for intrinsic motivation and the three dimensions for extrinsic dimensions are made explicit. Theories that incorporate students' learning motivation was evidenced with previous study found. The target school's detail information was described. In the next chapter, the researcher explains detail the method and research instrument for this study.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research procedures and methodology of this study. This chapter consists of research design, population and sample, research instrument, validity and reliability, collection of data, data analysis and summary of research process.

Research Design

This study was a quantitative research, using a questionnaire to investigate the levels of students' learning motivation at Laiza high school, in the Kachin State, Northern part of Myanmar.

Questionnaire consisted of three parts. The first part was to identify students' demographic information including gender and grade level, the second and the third part is to investigate the levels of students' learning motivation which included three subscales for the intrinsic motivation and three subscales for the extrinsic motivation. The collected data were analyzed by Frequency, Percentage, Mean, Standard deviation and independent Samples t-test.

Population

The target group chosen for this study were grade 10 and 11 students in Laiza high school, Kachin , Myanmar.

The reasons for selecting these students are: (1) they are the oldest students in high school and (2) mostly they can make decision for their learning, and (3) they can express their feelings well. Consequently, they are good to be chosen for this study because they are senior students in high school.

All the grade 10 and 11 students were used in this study.

Sample

As the study focused on students from grade 10 and 11, there were 139 students in these grades in the year of 2014, all 139 students from Laiza high school will be used in this study. The following table illustrated the number of students for this study.

Table 1

The Number of Students Used in This Study

Gender	Grade	Number of students	
		gender	grade
Male	Grade 10	51	68
Female	Grade 11	88	71
Total		139	139

Research Instrument

The questionnaire for this study was to investigate the levels of students' learning motivation which includes 33 items with 6 subscales. The half of these items measured for the intrinsic motivation and the other half of them assessed for the extrinsic motivation. The table below displayed the question item numbers, six subscales for the students' learning motivation and the total question item for each subscales of this study.

Table 2

Detail of Intrinsic Motivation Subscales and Extrinsic Motivation Subscales

Students' learning motivation		Question item No.	Total question items of each subscale.
Intrinsic motivation	Challenge	1-6	6
	Curiosity	7-12	6
	Independent mastery	13-17	5
Extrinsic motivation	Easy work	18-23	6
	Pleasing teacher	24-27	4
	Dependence on teacher	28-33	6

The questionnaire was divided into three parts, namely; part (1) included the demographic information of respondents; part (2) included questions about intrinsic motivation; and part (3) included questions about extrinsic motivation. The direction for the respondents of this questionnaire is to tick into the box according to students' motivation levels. The questionnaire was given to range with the 7-point likert scales from *not at all true for me* to *very true for me*, as represented in the following.

Intrinsic Item:

I learn through working on problems how to handle them.						
1	2	3	4	5	6	7
Not at all true for me					very true for me	

Extrinsic Item:

I choose to work on problems because I believe that I have to.						
1	2	3	4	5	6	7
Not at all true for me					very true for me	

Figure 2. Sample item from Lepper, Corpus & Iyengar’s (2005) measured and for the present study.

The reason for selecting this questionnaire was that these three researchers described intrinsic dimensions such as challenge, curiosity and independent mastery, and extrinsic dimensions such as easy work, pleasing teacher and dependent on teacher have been widely used to measure students’ motivation level across the elementary and middle schools.

The students were required to respond to the questions according to the research questionnaire (Appendix A). The researcher set-up criteria according to the original questionnaire and the following scale, and interpretation were used in this study.

Scale	Interpretation
5.81-7.00	Very high
4.61-5.80	High
3.41-4.60	Moderate
2.21-3.40	Low
1.00-2.20	Very low

Validity and Reliability of the Instrument

The questionnaire of this study was used by Lepper, Corpus and Iyengar in 2005. This questionnaire was developed by Susan Harter in 1981. Lepper, Corpus and Iyengar studied on age differences in intrinsic and extrinsic motivation and the relationships of each to academic outcomes. They studied from grade three to eight students from two public school districts in the San Francisco Bay Area of California. They distributed the questionnaire to 797 participants and there were 401 girls and 395 boys, but one child didn't report sex in their study.

Additionally, Harter (1981) also stated that she used this questionnaire to 3,000 pupils from third grade to sixth students in the United States of Connecticut, New York, Colorado and California.

Harter's had 36 items half of which assessed intrinsic motivation and half of which assessed extrinsic motivation. However, lepper, Corpus and Iyengar eliminated three items from origin in 2005 for their study, because the two items that measured the important students attached to grades "Indeed, I try hard because I want to obtain good grade" and "I do extra works for getting a better grade" from the extrinsic motivational orientation in Harter's (1981) original items. These two correlated with both intrinsic and extrinsic motivation and highly correlated with the intrinsic than the extrinsic motivation scale. The third item asking about students desire to choose what is going to do for next. For example, I love making my own plan for next represents for intrinsic motivation in Harter's scale. This proves that there is no relation to either scale.

Therefore, 17 intrinsic items and 16 extrinsic items were remained after three items had been eliminated. There are three subscales in both intrinsic and extrinsic motivation.

The questionnaire of this study was validated by Lepper, Corpus and Iyengar in 2005. The reliability of the survey data was calculated by using Cronbach’s Alpha for in this study. The table showed the validity and reliability of previous and for present study.

Table 3

Reliability of Previous and Present Study

Motivations	Lepper, Corpus and Iyengar’s study	Current study
Intrinsic motivation	.90	.77
Extrinsic motivation	.78	.75

The questionnaire for this study was translated by Dr. Lahpai Khun Seng who is the director of the Kachin central education leading committee from English version into Kachin Language. He also translated from Kachin Language into English Language. The translation was also checked by Mr. Wajik La who is the research officer of the Kachin literature. The researcher received translation questionnaire after the origin English version and back translated questionnaire matched. The detailed biography information was included (See appendix B). The questionnaire translation approval form was signed by Mr. Wajik La (See appendix C).

Collection of Data

First of all, the researcher sent an official letter for permission to conduct research and to collect the data as well. The researcher contacted through email for the translation and checking questionnaire by collecting the data. The researcher personally distributed the questionnaire to students. The data collection was conducted as the following.

On the 31 January 2014, the researcher left from Bangkok to Kachin state, Myanmar for collection the data.

On the 5th February 2014, the researcher received translated questionnaire (translation from English version into Kachin Language).

On the 6th February 2014, the experts approved the questionnaire translation accuracy.

On the 7th February 2014, the researcher went to Laiza high school. The researcher personally distributed the questionnaire to the 139 students. The researcher picked the questionnaires up from the participants in a day. The total 139 respondents (100%) returned to the researcher.

Data Analysis

The collected data was analyzed statistically and explained the following statistical method for each research objective.

Research objective 1: To identify the students' demographic factors including gender and grade at Laiza high school.

Frequency and Percentage were used to identify the demographic information of the student including gender and grade level.

Research objective 2: **To determine the levels of students' learning motivation at Laiza high school.**

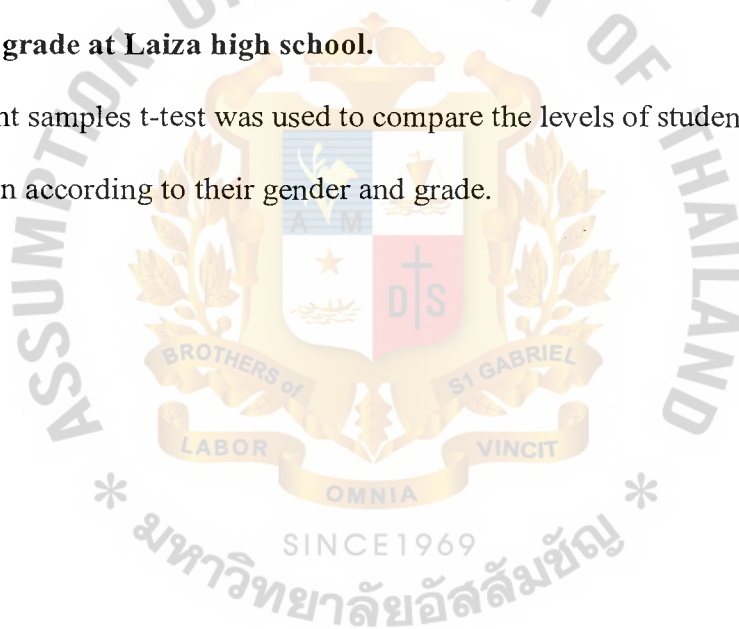
2.1 To determine the levels of students' intrinsic motivation at Laiza high school.

2.2 To determine the levels of students' extrinsic motivation at Laiza high school.

Means and standard deviations were used to determine the levels of students' learning motivation: including intrinsic motivation and extrinsic motivation.

Research objective 3: **To compare the students' learning motivation according to their gender and grade at Laiza high school.**

Independent samples t-test was used to compare the levels of students' learning motivation according to their gender and grade.



Summary of the Research Process

Table 4

Summary of the Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1. To identify students' demographic factors including gender and grade at Laiza high school.			Frequency, percentage
3. To determine the levels of students' learning motivation at Laiza high school. 2.1 To determine students' intrinsic motivation at Laiza high school. 2.2 To determine students' extrinsic motivation at laiza high school.	All the sample students are 139 from grade 10 and 11 in Laiza high school, Kachin State, Myanmar	Questionnaire is divided three parts; student's demographic information, gender and grade, three subscales for the intrinsic motivation and three subscales for the extrinsic motivation.	Mean and standard deviation
3. To compare the students' learning motivation according to their gender and grade at Laiza high school.			Independent Samples t-test

CHAPTER IV

RESEARCH FINDINGS

This chapter reveals research findings and obtained by 139 participants (100% of targeted population) who have completed the questionnaires. The researcher personally went to Laiza high school in Kachin state, Myanmar which is the target school of this study and asked the grade 10 and 11 students to provide their demographics and rate to what levels they are motivated on learning in school.

Data analysis and research findings were presented with the sequence of the research objectives of the study as follow,

1. To identify students' demographic factors including gender and grade at Laiza high school.
2. To determine the level of students' learning motivation at Laiza high school.
 - 2.1 To determine the level of students' intrinsic motivation at Laiza high school.
 - 2.2 To determine the level of students' extrinsic motivation at laiza high school.
3. To compare the students' learning motivation according to their gender and grade at Laiza high school.

Main Findings

Research Objective One: is to identify the demographic profiles of the students. The researcher used frequency and percentage to analyze the research objective one. The researcher would like to report the participant's demographic data

shown in table 5 and table 6 below, as the demographic data were collected through the returned questionnaires.

A total 139 students from grade 10 and 11 were surveyed in this study, among them participants from both grade, 51 of them (36.4%) were male; 88 of them (62.9%) were female. Meanwhile, 68 (48.6%) participants were from grade 10 and 71 (50.7%) participants were from grade 11.

Table 5
Gender of Participants

Gender	Frequency	Percentage
Male	51	36.4
Female	88	62.9
Total	139	100

Table 6
Grade of Participants

Grade	Frequency	percentage
Grade 10	68	48.6
Grade 11	71	50.7
Total	139	100

Research Objective Two: is to determine the levels of students’ learning motivation; including intrinsic and extrinsic motivation at Laiza high school. The researcher developed survey questionnaire part II and part III which are to determine the levels of students’ learning motivation for this study. In this questionnaire there are 33 question items, 17 question items for intrinsic motivation and 16 question items

for extrinsic motivation. The students determined their levels of learning motivation with the 7-point Likert scale from *not at all true for me* to *very true for me*. The researcher used means and standard deviation to analyze for the research objective two.

2. Levels of Students’ Learning Motivation at Laiza High School

Table 7 showed the mean score 4.3852, levels of students’ learning motivation was “moderate” at Laiza high school. The table also indicated overall about levels of students’ intrinsic motivation and overall about levels of students’ extrinsic motivation. The mean score 5.3144 the levels of students intrinsic motivation was at “High” in the range of 4.61-5.80 meanwhile the mean score 3.4559 the levels of students’ extrinsic motivation was at “Moderate” in the range of 3.41-4.60.

Table 7

Levels of Students’ Learning Motivation at Laiza High School

Motivations	* Mean	SD	* Interpretation
Intrinsic	5.3144	.87587	High
Extrinsic	3.4559	.96139	Moderate
Learning motivation	4.3852	.66336	Moderate

2.1 Levels of Students’ Intrinsic Motivation at Laiza High School

Table 8 showed that there were four items of students’ intrinsic motivation that students mentioned as “very high”. They were: item 2,3,11 and 14.

According to findings there were nine items that motivated students as “High”. They were: item 1, 4,7,8,9,10,13,15 and 16. There were four items that motivated as

“Moderate”. They were: item 5,6,12 and 17. Among them, item 2 “I like to learn as much as I can in school” was the highest. The question item 12 “I work on problems to learn how to solve them” was the lowest.

Table 8

Levels of Students' Intrinsic Motivation at Laiza High School

Intrinsic Subscales	Question items	Mean	SD	Interpretation
Challenge	1. I like hard work because it's a challenge	4.78	2.352	High
	2. I like to learn as much as I can in school.	6.13	1.474	Very high
	3. I like to go on to new work that's at a more difficult level.	6.06	1.490	Very high
	4. I like those school subjects that make me think pretty hard and figure things out.	5.80	1.703	High
	5. I like difficult problems because I enjoy trying to figure them out.	4.55	2.285	Moderate
	6. I like difficult schoolwork because I find it more interesting.	4.58	2.018	Moderate
Curiosity	7. I ask questions in class because I want to learn new things.	5.50	1.835	High
	8. I do extra projects because I can learn about things that interest me.	5.13	1.777	High
	9. I read things because I am interested in the subject.	5.26	2.155	High
	10. I do my schoolwork to find out about a lot of things I've been wanting to know.	5.75	1.673	High
	11. I work really hard because I really like to learn new things.	5.83	1.518	Very high
	12. I work on problems to learn how to solve them.	4.33	2.192	Moderate
Independent mastery	13. I like to try to figure out how to do school assignments on my own.	5.57	1.810	High
	14. When I don't understand something right away I like to try to figure it out by myself.	6.12	1.494	Very high
	15. When I make a mistake I like to figure out the right answer by myself.	5.57	1.686	High
	16. If I get stuck on a problem I keep trying to figure out the problem on my own.	4.91	1.937	High
	17. I like to do my schoolwork without help.	4.49	2.228	Moderate

2.3 Levels of Students' Extrinsic Motivation at Laiza High School

Table 9 showed that grade 10 and 11 students mentioned their levels of extrinsic motivation as follow. There were three items of levels of students' extrinsic motivation as "High". They were: item 30, 31 and 33.

There were three items of levels of students' extrinsic motivation that students mentioned "Moderate". They were: item 21, 22, and 28. There were nine items that motivated as "Low" level. There were: item 18, 19, 23, 24, 25, 26, 27, 29 and 32. There was one item that motivated as "very low", which was item 20. Among them, the question items 30 "when I make a mistake I like to ask the teacher how to get the right answer" were the highest. The question item 20 "I don't like difficult schoolwork because I have to work too hard" was the lowest.

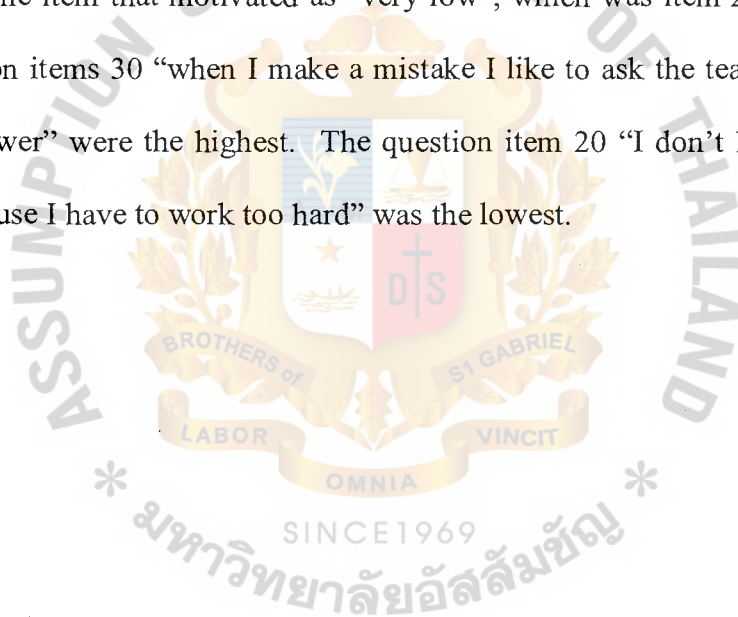


Table 9

Levels of Students' Extrinsic Motivation at Laiza High School

Extrinsic subscales	Question items	Mean	SD	Interpretation
Easy work	18. I don't like to figure out difficult problems.	2.62	2.027	Low
	19. I like to learn just what I have to in school.	2.74	2.276	Low
	20. I don't like difficult schoolwork because I have to work too hard.	2.11	1.688	Very low
	21. I like easy work that I am sure I can do.	4.17	2.342	Moderate
	22. I like to stick to the assignments which are pretty easy to do	3.76	2.264	Moderate
	23. I like school subjects where it's pretty easy to just learn the answers.	3.30	2.251	Low
Pleasant teacher	24. I read things because the teacher wants me to.	2.44	2.220	Low
	25. I do my schoolwork because teacher tells me to.	2.28	1.834	Low
	26. I work on problems because I'm supposed to.	2.71	1.958	Low
	27. I ask questions because I want the teacher to notice me.	2.31	1.914	Low
Dependence on teacher	28. When I don't understand something right away I want the teacher to tell me the answer.	3.95	2.317	Moderate
	29. I like to have the teacher help me with my schoolwork.	2.42	1.857	Low
	30. When I make a mistake I like to ask the teacher how to get the right answer.	5.52	1.912	High
	31. If I get stuck on problem I ask the teacher for help.	5.09	2.034	High
	32. I like the teacher to help me plan what to do next.	4.70	2.289	Low
	33. I like to ask the teacher how school assignments should be done.	5.19	2.009	High

Research Objective Three: is to compare the students' learning motivation according to gender and grade at Laiza high school as the third research objective. According to this objective, the researcher set up a "Research Hypothesis", which is "There is a significant difference of students' learning motivation according to their gender and grade at Laiza high school, Kachin state, Myanmar."

In order to test the research hypothesis, the data were analyzed by the independent samples t-test. As Table 10 shown, since the probability significance was .019, which was smaller than .05, the research hypothesis was accepted and thus meant "There was a significant difference of students' learning motivation according to gender."

Table 10

t-test for Students' Learning Motivation According to Gender

Gender	N	Mean	SD	DF	t	Sig. (2-tailed)
Male	51	4.2120	.68461	137	2.382	.019
Female	88	4.4855	.63316			

Through another independent samples t-test, the study also found as Table 11 shown, since the probability significance was .000, which was smaller than .05; the research hypothesis was accepted and thus meant "There was a significant difference of students' learning motivation according to grade."

Table 11

t-test for Students' Learning Motivation According to Grade.

Grade	N	Mean	SD	Df	t	Sig. (2-tailed)
Grade10	68	4.1048	.68781	137	-5.342	.000
Grade 11	71	4.6538	.51494			

Additional Findings

1. Difference of Students' Intrinsic and Extrinsic Motivation According to gender

Table 12 below showed that since the probability significance was .008, which was smaller than .05. Therefore, there was a significant difference of students' intrinsic motivation according to gender. However, since the probability significance was .405, which was bigger than .05 therefore, this meant there was no significant difference of students' extrinsic motivation according to gender.

Table12

t-test for Students' Intrinsic and Extrinsic Motivation According to Gender

Motivation	Gender	N	Mean	SD	t	Sig. (2-tailed)
Intrinsic	Male	51	5.0577	.90462	2.690	.008
	Female	88	5.4632	.82795		
Extrinsic	Male	51	3.3664	.98584	.835	.405
	Female	88	3.5078	.94875		

2. *Difference of Students’ Intrinsic and Extrinsic Motivation According to Grade*

Table 13 showed that since the probability significance was .001, which was smaller than .05. Therefore, this mean there was a significant difference of students’ intrinsic motivation according to grade. Similarly, since the probability significance was .000, which was smaller than .05. This meant therefore, there was significant difference of students’ extrinsic motivation according to grade.

Table 13

t-test for Students’ Intrinsic and Extrinsic Motivation According to Grade

Motivations	Grade	N	Mean	SD	t	Sig. (2-tailed)
intrinsic	10	68	5.0744	.98339	-3.271	.001
	11	71	5.5443	.69079		
Extrinsic	10	68	3.1351	1.02968	-4.061	.000
	11	71	3.7632	.78205		

In this chapter, the researcher presented the research findings of this study. The researcher analyzed participants demographic profile, the levels of intrinsic and extrinsic motivation, and compared students’ learning motivation according to their gender and grade. In the next chapter, the researcher discussed the research findings of this study by linking with the previous research from literature review. The researcher also gave recommendation for the school leader, teacher and future researcher.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how this study was conducted, what instruments were used to collect the data, as well as the study's findings, conclusion, discussion, and its recommendations for the selected schools and for further study.

Firstly, the study identified the demographic factor of participants from both grade. Thus, the study tried to determine the levels of students' learning motivation including intrinsic motivation and extrinsic motivation. Finally, the study aimed to compare the students' learning motivation according to gender and grade at laiza high school, Kachin state, Myanmar.

The researcher selected a sample of two grades which are grade 10 and 11 from Laiza high school. A total of 139 surveys questionnaires were distributed to students from both grades, and 139 respondents (100%) returned the valid surveys. There were three research objectives in this study. They were;

- 1) To identify the students' demographic factors including gender and grade at Laiza high school.
- 2) To determine the levels of students' learning motivation at Laiza high school.
 - 2.1 To determine the level of students' intrinsic motivation at Laiza high school.
 - 2.2 To determine the level of students' extrinsic motivation at Laiza high school.
- 3) To compare the students' learning motivation according to their gender and grade at Laiza high school

Findings

Main Findings

1. Among 139 respondents, 51 (36.4%) were male and 88 (62.9%) were female: 68 (48.6%) were from grade 10 and 71 (50.7%) were from grade 11.

2. The mean score 4.3852, levels of students' learning motivation was "moderate" at Laiza high school.

2.1 The mean score 5.3144 the levels of students intrinsic motivation was at "High" in the range of 4.61-5.80. There were four items of students' intrinsic motivation that students mentioned as "very high". They were: item 2,3,11 and 14.

According to findings there were nine items that motivated students as "High". They were: item 1, 4,7,8,9,10,13,15 and 16. There were four items that motivated as "Moderate". They were: item 5,6,12 and 17. Among them, item 2 "I like to learn as much as I can in school" was the highest. The question item 12 "I work on problems to learn how to solve them" was the lowest.

2.2 The mean score 3.4559 the levels of students' extrinsic motivation was at "Moderate" in the range of 3.41-4.60. There were three items of levels of students' extrinsic motivation as "High". They were: item 30, 31 and 33.

There were three items of levels of students' extrinsic motivation that students mentioned "Moderate". They were: item 21, 22, and 28. There were nine items that motivated as "Low". There were: item 18, 19,23,24,25,26,27,29 and 32. There was one item that motivated as "very low", which was item 20. Among them, the question items 30 "when I make a mistake I like to ask the teacher how to get the right answer" were the highest. The question item 20 "I don't like difficult schoolwork because I have to work too hard" was the lowest.

3. In comparison of students' learning motivation according to their gender, since the probability significance was .019, which was smaller than .05, the research

hypothesis was accepted. Therefore, “There was a significant difference of students’ learning motivation according to gender.”

3.1 In comparison of student’ leaning motivation according to their grade, since the probability significance was .000, which was smaller than .05, the research hypothesis was accepted. Therefore, “There was a significant difference of students’ learning motivation according to grade.”

Additional Findings

1. In comparison of students’ intrinsic and extrinsic motivation according to gender the researcher found since the probability significance was .008, which was smaller than .05. Therefore, there was a significant difference of students’ intrinsic motivation according to gender. However, since the probability significance was .405, which was bigger than .05 therefore, this meant there was no significant difference of students’ extrinsic motivation according to gender.

2. In comparison of students’ intrinsic and extrinsic motivation according to grade the researcher found since the probability significance was .001, which was smaller than .05. Therefore, this mean there was a significant difference of students’ intrinsic motivation according to grade. Similarly, since the probability significance was .000, which was smaller than .05. This meant therefore, there was a significant difference of students’ extrinsic motivation according to grade.

Conclusion

The following conclusions are drawn from the findings of the study.

Main Findings

1. Among 139 respondents, 51 (36.4%) were male and 88 (62.9%) were female: 68 (48.6%) were from grade 10 and 71 (50.7%) were from grade 11. In this

study, there were more female students than male; and there were more grade 11 students than grade 10.

2. The research found the levels of students' learning motivation was "moderate" at Laiza high school.

2.1 The levels of students' intrinsic motivation were "high". According to the findings, students were motivated as the highest at item 2 in Challenge. The students were motivated at item 12 as the lowest in curiosity.

2.2 The levels of students' extrinsic motivation were "moderate". According to the findings, students were motivated at item 30 as the highest in dependence on teacher. The students were motivated at item 20 was the lowest in easy work.

3. There was a significant difference of students' learning motivation according to gender at Laiza high school.

3.1 There was a significant difference of students' learning motivation according to grade at Laiza high school.

Additional Findings:

1. There was a significant difference of students' intrinsic motivation according to gender. However, there was no significant difference of students' extrinsic motivation according to gender.

2. There was a significant difference of students' intrinsic motivation according to grade. Similarly, there was a significant difference of students' extrinsic motivation according to grade.

Discussion

In this section the research findings, literature suggestions and research related are discussed through depending on the priority of improvement for Laiza high school.

1. What are the demographic factors including gender and grade at Laiza high school?

As this study found, there were more female students than male; and there were more grade 11 students than grade 10 at Laiza high school. When the research was conducted, the researcher tried to ask to the headmistress the information about why the female students were more than male. She responded, according to 2013-2014 academic school years, there were quite drop-out students. Among them most were male and they are from interpersonally displaced person (IDP) family as well. Parents cannot support financial to complete the school and some were because of difficulty to follow the lesson.

The headmistress also mentioned normally, grade 10 students were more than grade 11 at Laiza high school. Yearly, the students those who pass grade 10 from this school only attend grade 11 but this year, lots of IDP students entered in grade 11. Therefore, currently grade 11 students were more than grade 10.

2. What is the level of students' learning motivation at Laiza high school?

According to students' response, level of students' learning motivation was at moderate. This meant that the students from Laiza high school students were neither motivated as the highest nor as the lowest. The level of their learning motivation was different depending on using teaching strategies, autonomy-supporting, and interaction relationship with the students and teachers' belief on

student's abilities. Similarly, there are some difficulty and weaknesses at Laiza high school according to the school Headmistress mentioned.

As the leader mentioned, in Laiza high school, students had difficulty in doing the activities such as problem-solving, cooperative learning, experiential learning and collaborative learning due to difficulty of teaching materials. Therefore, she thought the students might be weak at solving the problem and working without help from teacher, and they might depend too much on their teachers.

The reason that students depended on merely teachers' lectures, most students sought the help from teachers when they encountered with difficult lessons and desire to do easy work might happen due to without materials on their learning environment.

2.1 What is the level of students' intrinsic motivation at Laiza high school?

The finding showed levels of students' intrinsic motivation was "high". The student might be motivated consistently with Fenner et al (2010) suggestion. The scholars suggested new strategies enhance and maintain motivation into the instructional process. For example because of using problem-base learning students assume they have responsibility to define and solve the problem in the classroom and throughout their learning as well.

As discussed in chapter 2, Gravis (2009 cited in Andrew, 2011) also suggested that in the autonomy-supporting classroom students have ability to make choice, students possess choice power tend to be more motivated to complete the classroom activities. Teachers also have high expectation on the class that enhances students' academic self-efficacy and self-esteem on their school work. In addition, teacher's

attitude such as caring, passion increase student's confidence and enthusiastic in their learning process.

Harter (1981) found that intrinsically motivated students preferred to seek the challenge, interesting activities, and assignments. These students are more likely to plan and face difficulties by themselves. Similarly, the students from Laiza high school are motivated as regarding the highest in the challenge at "I like to learn as much as I can in school". This indicated that the students preferred choice in the classroom as well as in the school. However the students are motivated as the lowest in curiosity at "I work on problems to learn how to solve them". Therefore the teacher needs to encourage and create the problems in order to improve in working on the problem.

2.2 What is the level of students' extrinsic motivation at Laiza high school?

The finding showed levels of students' extrinsic motivation was "moderate" at Laiza high school. This result proved that the teacher needs to evaluate motivation to learn in school because the right way of motivation to student is important key in school. The researcher described the differences between autonomy- supporting classroom and controlling classroom environment in the literature review.

Autonomy- supporting classroom supports intrinsic motivation but controlling classroom environment supports extrinsic motivation to the students. Some teacher might force students to perform the academic activities but this implied extrinsic motivation. Over long- time the students might lose their pursuit of learning goals, their valuing of effort and their perceived competence according to Lepper et al. (2005).

In this study the researcher found that in “dependence on teacher” students are motivated as the highest at “when I make a mistake I like to ask the teacher how to get the right answer”. In easy work the students are motivated as the lowest at “I don’t like difficult schoolwork because I have to work too hard”. These results were consistent with the school leader mention in the statement of the problem. The school leader and the teacher have responsibility to enhance their ability through supporting learning materials. In addition, the teacher needs to empower students depending on their working potential.

3. Are there any differences in the students’ learning motivation according to their gender and grade at Laiza high school?

According to the research findings, there was a significant difference the students’ learning motivation according to their gender, as well as grade.

The previous research found teacher have different belief in gender-based differences and abilities. They also have different preferences. For example, boys like more activity but girls have ability to set tasks and accomplish them by themselves according to (Gurian, 2001 cited in Cushman, 2010). Due to these differences, students from Laiza high school students are different in learning motivation according to gender.

The research also found the difference of students’ learning motivation according to their grade. Grade 10 and 11 has age different. In 2005, Lepper, Corpus and Iyengar investigated age differences in intrinsic and extrinsic motivation. They found that there were age differences in extrinsic motivation. Children were given the increasing prevalence of rewards and other extrinsic contingencies in the middle school years to be higher older children’s extrinsic motivation but parents and

teachers provide may lose their power over time. They also found that adolescents value the peer group increasingly but they value authority figures decreasingly.

Additionally, according to the findings there was different in intrinsic motivation by gender but there was no different in extrinsic motivation by gender.

In comparison with grade, there was different by grade in intrinsic motivation as well as in extrinsic motivation.

Recommendations

Recommendation for school leaders and teachers

For school leaders

The school leader is recommended to build the capacity teacher strengths and reducing their weaknesses and to develop the school environment, to promote classroom teachers' attitudes, to enhance student learning and academic achievement. The leader also can supervise teachers' instruction and can evaluate student progress and to provide incentives for teacher and students in school. For example; incentives for the teacher, the leader can reward to teacher depending on his/her maintaining positive working or effectiveness and improvement in teaching. For student incentives, the leader can observe and praise on their authentic academic task achievement.

Brophy (1988) suggested that through the leader's enhancement teacher collaboration students obtain meaningful learning, thoughtful learning and academic benefit from school. In addition, Center on Education Policy (2012b) also described that some major aspects that affect students' motivation to learn in schools such as school climate, the use of teaching methods, school programs, curriculum, class schedules, school environment, the leader, teachers and parents. Therefore, the leaders are recommended to develop in those fields for the school academic achievement.

For Teachers

Teachers are the key player to create both autonomy-supporting classrooms and controlling environments. As the researcher mentioned in chapter 2, autonomy-supporting classroom encourage students for the intrinsic motivation but controlling environments students are pressured to perform on schoolwork therefore, it encourages students for extrinsic motivation in school. The teacher must be motivated in school because Nolen, Ward, Horn, Campbell and Mahna (2007 cited in Mansfield and Volet, 2010) found that they belief about classroom motivation and think how develops in school. And, also the teacher used new methods enhance students' motivation to learn in school.

In this study, levels of students' intrinsic motivation is higher than levels of students' extrinsic motivation in laiza high school. This study outcome proved that students have a high motivation from the inside. Therefore the students can carry on for the academic achievement of the school because Reeve (1996) found that promoting motivation in learning increase an academic achievement issue and a developmental issue.

Teachers are recommended to evaluate their understanding of motivation and they should always consider the improvement for students' learning motivation in the future. Teachers are recommended that teacher can prepare to motivate students more than before but there is one thing that the teacher should be careful in motivation. Wu and Marek (2010) study found that students should not be given much external arousal because they can lose engagement with task when the reward or punishment is withdrawn. The other previous study found that if teachers want to give students reward, they may need to look back what they were already doing for their own reason. Otherwise, this can make less students' intrinsic motivation to carry on the

activity in the future (Deci and Ryan, 1985; Heckhausen, 1991; Lepper and Greene, 1978 cited in Brophy, 2010).

The researcher hopes that this study will give other teachers opportunity to review their instruction and motivation on students in school. Consequently, the teacher can prepare for the instruction and students motivation to learn in school. Getting option, giving participation opportunity in school activities and freely share their idea all these actions are the starting point for students' motivation to learn in school.

Recommendation for Future Researchers

As this is the first research paper, the future researcher can adjust or use the instrument for this study for the future study. This instrument can also be useful to measure elementary and middle schools students' motivation according to (Lepper et al, 2005). Conducting this kind of study would help the school's academic achievement and school curriculum and instruction development. Future researchers are also recommended to conduct the research in public schools, private schools, international school in Myanmar or other educational organizations in Myanmar as well.

In conclusion, it would be much better if the future researcher could conduct the research "intrinsic and extrinsic motivational orientations in the classroom: age differences and academic correlates" in Myanmar. The future researcher could also conduct research "students' learning motivation" by using more demographic such as cultural difference and using language barrier than using in this study.

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APPENDICES



APPENDIX (A)

Research Questionnaire (English Version)

Please answer all the following questions straightforwardly. The answers will be strictly confidential and the result will be used only for documentation in this study. The success of this study depends on your honest responses. Thank you very much for your participation time and responding to this survey.

Part I Demographic profiles

Direction: Please (✓) the correct answer in the following boxes.

1. Gender ☐ Male ☐ Female
2. Grade ☐ 10 ☐ 11

Part II and III include the questions items about intrinsic motivation subscales and extrinsic motivation subscales.

Direction: Please tick (✓) the box start from the third row for the intrinsic motivation question items to end of extrinsic motivation question items.

Determine your motivation levels and ranging from *not at all true for me* to *very true for me* as presented in the column on the first row. Please tick only once for one question item.

APPENDIX (B)

Research Questionnaire (Kachin Version)

Chyeju hte lawu de na ga san ni yawng hpe htai ya rit. Mahtai hpe ndai sawk sagawn ai kaw sha lang na re majaw, tinggyeng hte seng nna hkra shangun ai lam mung tsep kawp n byin na re. Ndai sawk sagawn ai a awngdang ai lam gaw nang ding ding man man htai ya ai kaw madung re. Nang shanglawm garum ya ai majaw chyeju dum ai.

Part I Demographic profiles

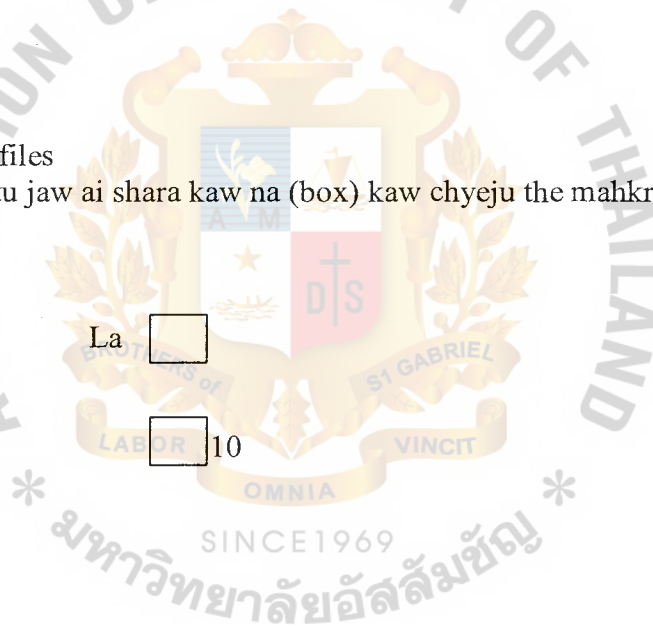
Direction: Tinang a matu jaw ai shara kaw na (box) kaw chyeju the mahkret (✓) ya rit.

1. Num

La

2. Tsang 9

10



Translation Approval Form

This is to certify that Ms. Nang Htang Lahpai's questionnaire is translated by Dr. Khun Seng who is a director of the Kachin Central Education Leading Committee, which has been checked and approved by Mr. Wajik La who is the research officer of the Kachin literature central department.



Mr. Wajik La

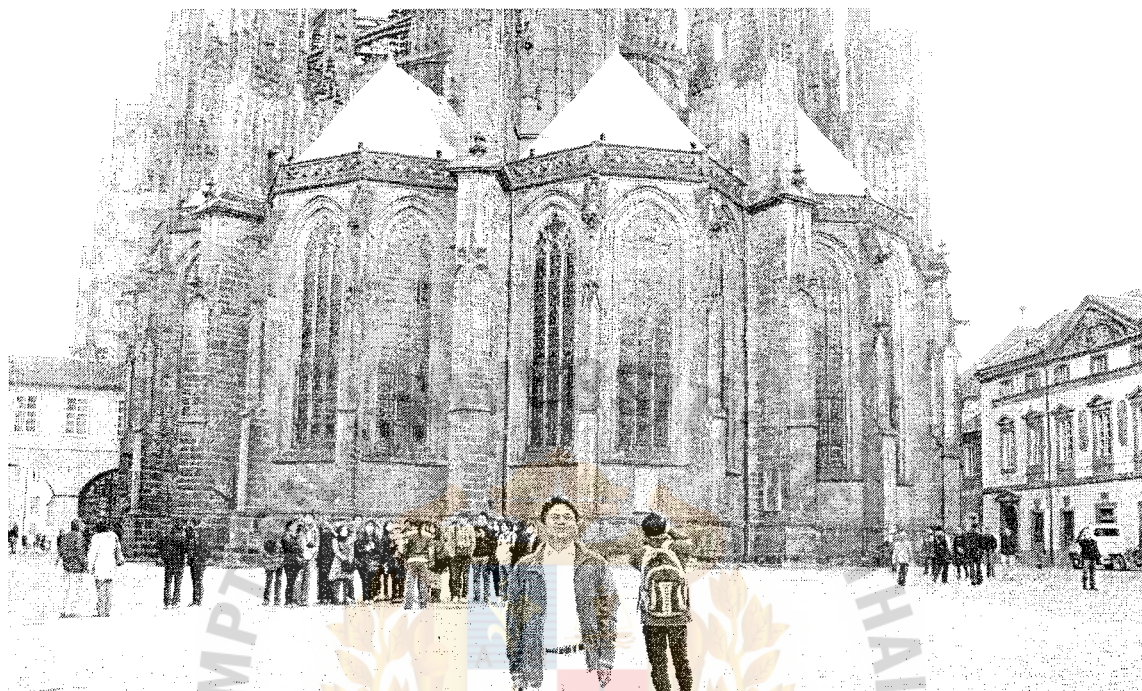
Research officer

Kachin literature central department



APPENDIX (D)

Biography of Dr. Lahpai Khun Seng
(Translation questionnaire from English Version into Kachin Version)



Dr. Lahpai Khun Seng is From Kachin state, Myanmar who is the director of the Kachin central education leading committee. He started the job of teaching at Laiza high school since 1997. He received his Bachelor degree in philosophy education in 2003 from University of Newcastle, UK. He worked as assistant principal at teacher training school from late 2003. In 2007, He completed Master of Arts in applied linguistics and TESOL from University of Newcastle, UK. In 2008, He upgraded the teacher training school from school to college meanwhile; he was working as a principal of teacher training college. He received Doctor of Philosophy in Educational Leadership from Assumption University of Thailand in 2013.

APPENDIX (E)

Biography of Mr. Wajik La

(Translation Approval)

Mr. Wajik La is the Kachin from Northern part of Myanmar who is the research officer of the Kachin Literature. He worked the job of teaching from 1967 to until 1981 under the Kachin Independence Organization administration area. He learned teaching technique and Methodology in Myitkyina Teacher Training College in 1966-1967 academic years.

He has experience translation from English into Kachin and from Myanmar into Kachin language as well. He published school text book in Kachin Language for Kindergarden, grade 1, grade 4, grade 5 and grade 7. He started publication text book since 1992. And, he also published the book name is called "Kachin Culture History" it is for grade 3 level. The book has been comprised memorable kachin culture history, greeting guidance and biography of remarkable leader. Additionally, he writes history of education department and education department's office rule.

Biography

Miss Lahpai Nang Htang is the Kachin from Northern part of Myanmar. She started the job of teaching at Maija yang primary practicing school since 2005. She worked as assistant teacher at teacher training school from 2006 to 2008. She received her Bachelor of Arts in psychology from Mandalay Yadanaboone University. From 2009 she was working as instructor of teacher training college until she came for study at Assumptiong University of Thailand 2012.



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