The Motivation Stimulating Factors And The Orang Asli Students' Motivation: Is There A Relationship?

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Abstract: The focus of this study is to identify the relationship between the Motivation Stimulating Factors (MSFs) and the Orang Asli students' motivation. This study is conducted based on teachers's perception, and it involves 113 teachers who are teaching at 15 Orang Asli schools. Data are collected by using questionnaires and are analyzed by using descriptive statistics and inferences method. The findings of the study show that the level of both students' motivation and motivating factors are relatively high. The relationship between the two focused factors also are observed to be positive and significant. Other than that, the motivation factors are observed to jointly and significantly influence the students' motivation level. This study suggests that all motivating factors to be integrated to ensure that the motivation of Orang Asli students is continuously nurtured and maintain at a high level, in the mission to achieve academic excellence.
Keywords: school climate, instructional leadership, teacher leadership, teacher behavior, student motivation, parental commitment

1.   Introduction

The Orang Asli community has been greatly assisted by the government through various programs but their achievements especially in the field of education still need a bigger leap so that they can keep pace with other communities in Malaysia. In academics, Orang Asli children are often clustered in less successful category by performance, and this is mainly due to high absenteeism levels (Johari & Nazri, 2006; SUHAKAM, 2010; Sharifah et al., 2011). Data from The Education Development Plan Annual Report (2018) reported, the transition rate of Orang Asli students from primary to secondary school is 76.7% in 2018 compared to 73.1% in 2017, and the average attendance rate of the Orang Asli students remained 87.4%, with an increase of only 0.1% from the year 2017 (KPM, 2019). This figure shows that there still many rooms for the Orang Asli community to improve, specifically in education performance.

Problem Statement

In a school, the education environment is mainly influenced by the atmosphere or the climate of the school, the instructional leadership of the headmaster, the leadership of the teacher, the behavior of the teacher, and the commitment of the parents. These factors are also known as Motivation Stimulating Factors (MSFs) because these factors can change the landscape and learning environment and have a potential influence on the motivation of Orang Asli students (Hendri Budiyanti, 2012) and the motivation in turn arose individual interest to achieve the set goals. The questions are; to what extent do these factors function at schools, and to what extent they are able to influence the level of motivation of the Orang Asli students? With regard to this, the current study aim the following objectives; 1. To identify the motivation level of the Orang Asli students; 2. To detect the level of Motivation Stimulating factors, and 3. To determine the relationship of the Motivational factors on Orang Asli students' motivation level.

2.   Literature review

This study focuses on the impact of five Motivation Stimulating Factors (MSFs) namely School Climate, Instructional Leadership, Teacher Leadership, Teacher Behavior, and Parental Commitment on students' motivation. The discussion in the following paragraph highlights the previous studies on motivations, and the factors contribute to it.

Motivation is a huge topic. The direction of the study has evolved in various scopes over time. The main two to be mentioned in this study is motivation in entrepreneurship and motivation in school.

In the field of entrepreneurship, studies that associate motivational factors with entrepreneurship are Jalil et al. (2017); Thuaibah @ Suaibah et al., 2005; Okon, 2016; Tee. 2000; and Alam et al., 2011 (all cited in Jalil et al. 2019). The motivational factors to entrepreneurship observed in these studies are multiple. Among the few are income, passion or interest, a side job, and also is due to knowledge, skill and talent usage factors.

Motivation at school is linked to a few stimulating factors namely; climate, instructional leadership, teacher leadership, teacher behaviour, and parental commitment. A study by Payne and Mansfield (cited by Madhukar & Sharma, 2017), found that organizational structure and climate mutually influence the motivation level of the workers or the parties associate with the organization (including school). In Hoy and Miskell (2012), a healthy climate affects the work environment and motivation of the individuals in the organization. Positive values will be embodied and encourage attitudes, relationships and interactions due to the existence of trust. Studies that are in line with these findings are Halpin and Croft (cited by Madhukar & Sharma, 2017), (Hoy & Miskel, 2012) and Ahmad Zabidi (2006).

Hallinger and Murphy (1987) proclaim instructional leadership theory indicates leaders can influence all parties in school to improve the teaching and learning process. Principals who practice instructional leadership are actively involved in school activities and have an influence on their subordinates and subsequently successful in making changes to improve academic achievement (Foniza & Mohd Izham, 2012). Besides, this type of leadership style has the potential to create a conducive school environment as well as an effective learning environment for students (Ayob, 2005; Ishak Mad Shah, 2006; Mohd Yusri & Aziz, 2014)), and has the potential to improve student achievement (Mohd Nor, 2005; Hamidah & Norasibah, 2011).

Lovett (2017) put a specific focus on teacher leadership. The research concludes, teacher leaders are concerned with the development of quality teaching and learning. As a leader, high commitment is involved to improve students' learning. Apart from being dedicated, enthusiastic and committed in every responsibility entrusted, teachers also are trained to be creative, to be people who guide, assess, motivate, inspire themselves and also students (Mac Beath, 2005; Salhah, 2007; Ragbir Kaur, 2010; Abdullah Sani et al., 2011; Mohamad Johdi et al., 2012).

Norsita Ali and Zainal Madon (2014) who focus on teacher behavior make an assertion, the behaviour is a physical manifestation of any attitude based on certain values. Therefore, teachers are considered very important to produce excellent students specifically the Orang Asli students. The teacher behavior study mainly focus on the aspects of clarity, enthusiasm, interaction, organization, attitude, thinking, speech, and relationships.

According to Mowday et al. (1982), George and Jones (1996), and Zulkafli (2008), commitment is borne out of feelings, ideas, philosophies, values, and beliefs that exist in human beings when performing the task entrusted to them. These values are mainly nurtured by the parents. Thus, parental involvement has a potential effect on quality teaching and learning process (Hoover-Dempsey et al., 2002). High maternal commitment will result in children who are excellent in academics and in moral behaviors. Parents are the first teacher to educate and motivate children (Berger, 2000; Yusof & Jalil, 2019).

Based on the findings of previous studies, the current study aims to research in detail the impact of motivation stimulating factors on Orang Asli students 'motivation.

3. Methodology

The participants of this study consist of 113 teachers from 15 Orang Asli schools in Perak, Selangor, and Negeri Sembilan. In specific, 61 of them are male teachers (54.0%) and the following 52 are female (46.0%) teachers. The questionnaire consists of demographic information and the following part covers school climate information, leadership style, teacher leadership, teacher behavior, parental commitment, and student motivation. Questionnaire items are adapted and modified following School Level Environment Questionnaire (SLEQ) by Fisher and Fraser (1991), Instructional Leadership (Hallinger & Murphy, 1985), Developing and validating a teacher leadership framework for preparing quality teachers for the future (UPSI 2015), adapted Teacher Behaviors Inventory, developed by Harry G. Murray (1983), Organizational Commitment (Meyer & Allen, 1997) and student motivation (Mohamad Johdi et al., 2012). Reliability is high for all variables with the Cronbach alpha values ranging from .698 to .928.

4.   Findings

The discussion in this section is divided into three parts, namely i. Analysis on students' motivation level, ii. Analysis on Motivation Stimulating Factors and iii. analysis on the relationship between motivational factors and student motivation.

i. Students' Motivation Level
In measuring students' motivation, five elements are involved namely; students' self-efficacy, instrinsic motivation, parenting, goals, and learning style. The results summary is displayed in Table 1.

Table 1 Students' Motivation Level

Elements		Mean (M)	Std. Dev. (SD)
	Overall score	**3.63**	**.640**
Self-efficacy		3.84	.582
Intrinsic Motivation		3.73	.640
Parenting		3.64	.689
Goals		3.59	.629
Learning styles		3.34	.757

From the results displayed in Table 1. The highest score is detected at self-efficacy (M=3.84, SD= .582) element, followed by intrinsic motivation (M=3.73, SD= .640), parenting (M=3.64, SD= .689), goals (M=3.59, SD= .629), and finally learning styles (M=3.34, SD= .757). The overall mean score value for students' motivation is relatively high (mean = 3.62, SD= .640).

ii. Motivation Stimulating Factors Analyses
The overall results of this analysis are shown in Table 2.

Table 2 Motivation Stimulating Factors Level

Faktors	Mean	Std. Dev
School climate	4.32	.414
Instructional Leadership	4.32	.425
Teacher Leadership	4.26	.585
Teacher Behaviour	3.24	.474
Parental Committment	3.33	.688
Overall	3.89	.310

Overall, the mean score and standard deviation valuess for all factors are relatively high which ranged from 4.32 (highest) and 3.33 (lowest). School climate factor and instructional leadership record the highest mean score of M = 4.32 (SP .414 and .425 respectively). Followed by teacher leadership factors (M = 4.26; SD = .585), teacher behavior (M = 3.34; SD = .509) and parental commitment (M = 3.33; SD = .688).

iii. The Motivation Stimulating Factors and its Relationship with Students' Motivation
The overall results of this analysis are shown in Table 3.

Table 3 The Relationship between Motivation Stimulating Factors and Students' Motivation

Students' Motivation	Correlation	School Climate	Instructional Leadership	Teacher Leadership	Teacher Behaviour	Parental Commitment
	r =	.301**	.277**	.224*	.362**	.339**
	P=	.001	.003	.017	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the relationship between motivational stimulating factors and student motivation. All factors indicate a significant positive relationship. In particular, a unit change in climate, instructional and teacher

leaderships, teacher behavior, and parental commitment, students motivation level respond respectively by .277, .224, .362, and .339 units.

Contribution of Motivational Stimulation Factors to Students' Motivation
The overall results of this analysis are shown in Table 4.

Table 4 Results Summary

Model	R	R Square	Adj. R Square	Std. Error of the Estimate
1	.530ᵃ	.281	.247	.54782

a. Predictors: (Constant), Commitment, climate, behaviour, leadership, parental

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12.545	5	2.509	8.361	.000ᵃ
Residual	32.111	107	.300		
Total	44.656	112			

a.   Dependent Variable: motivation
b.   Predictors: (Constant), commitment, climate, behaviour, leadership, parental

The F-value obtained is identified as positive in direRegction and significant in magnitude. Here we may imply sample data provide sufficient evidence that the **regression** model fits the data. Here we may also imply, changes in Motivational Stimulating Factors are jointly significant in influencing changes in the students motivation level. .

5.   Conclusion

The academic excellence of the Orang Asli students is a key measure in determining students' excellence. However, to achieve excellence, students need to be highly motivated and assisted with the efficient role of motivating factors. This study found that student motivation factors are at a high level. These findings are in line with the findings of Fatimahwati Halim and Ling Sin Chieng (2016). Other studies showing similar findings are Asma, Shahin & Thagi (2013); Salah et. Al. (2014); Wan Hanum (2014). This study also found that there is a significant correlation between each motivating factor with the student motivation factor. This means that the motivating factors targeted in the study play an important role in encouraging students' motivation. The integration of all the motivating factors can also function as an effective educational leading factors on the motivation of the targeted students.

Appreciation

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