MOTIVATIONAL FACTORS OF GRADUATE STUDENTS PURSUING A MASTER DEGREE IN ENGLISH EDUCATION AT TWO SELECTED UNIVERSITIES IN JAMBI

A Thesis

Submitted as a Partial Fulfillment of the Requirements for the Degree Master of English Education Program

Written by:

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MASTER OF ENGLISH EDUCATION PROGRAM

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LETTER OF APPROVAL

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LETTER OF RATIFICATION

This thesis entitled "*Motivational Factors of Graduate Students Pursuing a Master Degree in English Education at Two Selected Universities in Jambi*", written by Hilda Royani (P2A421032), has been defended in front of the board of examiners on 7th July 2013 and was declared acceptable.

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DECLARATION OF ORIGINALITY

The undersigned below,

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Hereby declares the originality of thesis; The writer has not presented anyone else's work to obtain the university degree nor has the writer presented anyone else's words, idea, or expression without acknowledgment. All quotation were cited and listed in the bibliography of the thesis. If in the future this thesis statement is proven false, the writer is willing to accept any sanction complying with the determined regulation or its consequences.
This statement was made fully with awareness and responsibility.

Jambi, July   th, 2023
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, with hardship [will be] ease"

(QS. Ash-Sharh: 6)

Nothing is Impossible the Word Itself Says "I'm Possible"

-Audry Hepburn

DEDICATION

This thesis is wholeheartedly dedicated to:

"**My Parents**"

For their unwavering support and belief in my abilities have been the foundation upon which I have built my academic pursuits. Their sacrifices, guidance, and unconditional love have shaped me into the person I am today.

ACKNOWLEDGMENTS

In the name of Allah, the Beneficent, the Merciful
All praises to Allah, the Lord of the word

I would like to take this opportunity to express my deepest gratitude and appreciation to the individuals and institutions who have contributed to the completion of my thesis. Their support, guidance, and encouragement have been invaluable throughout this journey.

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In conclusion, I am truly grateful to all the individuals and institutions who have played a role in the successful completion of this thesis. Your support, guidance, and encouragement have been invaluable, and I am honored to have had the opportunity to work on this research.

Jambi, July   th, 2023
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ABSTRACT

Royani, Hilda. 2023. *Motivational Factors of Graduate Students Pursuing a Master degree in English Education at Two Selected Universities in Jambi*. A thesis. Master of English education program, Faculty of teacher training and education, Universitas Jambi. **The First Supervisor: Dr. Masbirorotni, S.Pd, M.Sc. Ed. The Second Supervisor: Failasofah, S.S., M.Pd., Ph.D.**

This research aimed to discover graduate students' motivation pursuing a master degree in English education. The research also aimed to discover the sources of information used by the students to obtain the information about the study program. The design used in this research was a quantitative descriptive method using statistical analysis, Statistical Package for Social Science (SPSS), to analyze the data. The instrument used in collecting the data was a close-ended questionnaire and the researcher applied Google-Form to collect the data. Total sampling was used in this research. There total 68 students participated in the study consisted of 15(22.1%) male participants and 53 (77.9) female participants. The study shows that, family, university websites and campus visit are the most sources of information used by the students in obtaining the information about the study program. Study found that students would love to improve their knowledge and skill, obtaining career opportunities to pursue a master degree in English education department.

Keywords: Motivation, intrinsic motivation, extrinsic motivation, demographic background.

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CHAPTER I
INTRODUCTION

In this chapter, the researcher will explain the background of the research, the questions of the research, the purposes of the research, the limitations of the research, the significances of the research, and the definitions of the key terms.

1.1 Background of The Research

Motivation is a fundamental aspect of human behavior and serves as a driving force behind our actions and decisions. Motivation among students is a critical factor that significantly impacts their academic performance and overall success. Students' motivation refers to the inner drive, desire, and determination to engage in learning activities, set and achieve goals, and persist through challenges. In line, Uno (2008) stated that motivation is a psychological process that can explain a person's behavior, the power that drives someone to do something. In addition, Harmer (2001) stated that the motivation which students bring to class is the biggest single factor affecting their success.

Motivation plays a crucial role in students' decision to pursue a master degree. Motivation can stem from a variety of sources, including intrinsic factors such as personal interests, curiosity, and the desire for self-improvement, as well as extrinsic factors like rewards, recognition, and social approval. In line, Yu et al. (2017) stated that based on the self-determination theory, there are 2 types of motivation, intrinsic and extrinsic. Therefore, making decisions regarding to study majoring is not easy. It is because individuals have to consider many aspects that will affect their careers in future (Mon & Octavia, 2023). Regarding to study

majoring selection, there are several factors that motivate students to select a major. According to George-Jackson (2012) stated that students' choices of majors are influenced by others, their own interests, and their own motivations.

The decision in selecting a study major has a big impact on someone's future, whether the impacts of intrinsic or extrinsic factors on selecting study major. Someone can feel the enjoyment to do something if they are highly motivated and it happens to students as well, they can enjoy their learning process if they are highly motivated by something. Motivated students are more likely to actively participate in class, and demonstrate a deeper understanding of the subject matter. Educators can nurture student motivation by creating a supportive and stimulating learning environment, providing meaningful and relevant learning experiences, offering opportunities for autonomy and choice, recognizing and celebrating achievements, and establishing clear expectations and goals. By cultivating and sustaining student motivation, educators can empower students to become lifelong learners, take ownership of their education, and reach their full potential. Well established prior studies has explained the impacts of intrinsic and extrinsic factors on a student's majoring choice. Mon & Octavia (2023) mentioned that intrinsic motivation in choosing a major significantly determines an individual's career satisfaction based on the chosen career path. The more positive the intrinsic motivation in choosing a major, the individual will choose his career path based on his interest in the major so that he will get career satisfaction, such as getting the new skills he wants" another research shows that people will find it stimulating and satisfying when they find environments that allow them to exercise their skills and

abilities, express their attitudes and values, and take on roles and problems (Afolabi, 1996).

The impact of extrinsic motivation in selecting a major also discussed by previous study, as Mon & Octavia (2023) stated "extrinsic motivation support in choosing majors significantly affects individual career satisfaction. The more positive the extrinsic motivation support in choosing a major, the individual will be satisfied with his career based on individual income and rank in a company. The career path has a significant effect in determining individual career satisfaction".

In addition, this research talks about how students obtained the information about the study program. By understanding the primary sources of information used, educational institutions can ensure that the information they deliver is accurate, up-to-date, and verifiable and it can provide insights into trends and changes in students' information-seeking behavior. This research can help institutions understand the preferences and needs of prospective students, enabling them to deliver relevant and engaging information to their target audience. There are many various sources of information can be used by students in obtaining the information about a study program, such as social media, newspaper, university websites, etc., therefore, based on a study conducted by French et al. (2015) stated that students choose institutions based on information gathered from various sources, of which, the Internet is the most popular.

Based on the background stated above, this study will examine the motivational factors of graduate students who have pursued Master of English Education at two selected universities in Jambi. Hence, the writer is interested in

doing research entitled "Motivational Factors of Graduate Students Pursuing a Master degree in English Education at Two Selected Universities in Jambi." Furthermore, the writer is interested in discovering students' motivational factors in pursuing a master degree in English Education at two selected universities in Jambi.

1.2 Questions of The Research

Based on the background above, in order to achieve the purposes of the study, the researcher has formulated these four following questions:

1. What are the sources of information used by graduate students in pursuing a master degree in English education?

2. What are intrinsic motivational factors of graduate students pursuing a master degree in English education?

3. What are extrinsic motivational factors of graduate students pursuing a master degree in English education?

4. What are the differences in graduate students' intrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major)?

5. What are the differences in graduate students' extrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major)?

1.3 Purposes of The Research

There are a large percentage of factors that motivate graduate students in pursuing their major program. The researcher has an experience in selecting the major program as well, and there were many motivational factors that motivated the researcher when the researcher selected the major. Therefore, the researcher is interested in discovering graduate students' motivational factors in pursuing a master degree in English education, and purposes of this research are:

1. To discover the sources of information used by graduate students pursuing a master degree in English education.

2. To discover the intrinsic motivational factors of graduate students pursuing a master degree in English education.

3. To discover the extrinsic motivational factors of graduate students pursuing a master degree in English education.

4. To discover differences in graduate students' intrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major).

5. To discover differences in graduate students' extrinsic motivational factor level in pursuing a master degree in English education, based on the demographic background (gender, age, occupation, and previous major).

1.4 Limitations of The Research

There are some limitations that the researcher limited in doing this research. First, the research only focused on the motivation why students chose Master of English Education Department. Second, the researcher chose two selected

universities in Jambi, they are University of Jambi and State Islamic University of Sultan Thaha Saifuddin Jambi, because only these two universities that have Master degree in English Education major in Jambi.

1.5 Significance of The Research

The researcher is expecting that this research would give some significances, not only for the readers, but also for the researchers. The results of the study may help professionals and academic departments to a better understand toward the factors that drive individuals to pursue advanced education. The researcher hopes that the outcome of this study may offer valuable insights for policy makers, academic institutions and professionals in setting their strategies and polices to fulfill the needs of the workforce. The result of the study also has potentials to give new insights into the effectiveness of current approaches for recruitments for master degree in English Education.

1.6 The Definition of The Key Terms

1. Motivation

   Motivation is a factor that drives someone to do something, it can be factors that someone carries from inside of the person, such as interest and skills or it could be the environments that drive someone to do something.

2. Intrinsic motivation

   Intrinsic motivation is a factor that comes from individuals itself, such as a desire to improve themselves without being controlled by the environments.

3. Extrinsic Motivation

   Extrinsic motivation is a factor that comes from the environments, outside

factors that drive someone to do something, it can be from family, friends, etc.

4. Demographic Background

Demographic background is the data that is collected from the participants of the research. The personal data in this research are name, academic year, university, age, gender, occupation, and previous major.

5. MPBI

MPBI refers to *Magister Pendidikan Bahasa Inggris*, the term is used in University of Jambi, equals to master degree in English education

6. MTBI

MTBI refers to *Magister Tadris Bahasa Inggris*, the term is used in State Islamic University STS Jambi, equals to master degree in English education.

CHAPTER II
REVIEW RELATED LITERATURE

In this chapter, the researcher will explain some theories related to motivation, including intrinsic motivation and extrinsic motivation. The researcher will explain factors influencing students in a study major and it will talk about several related studies discussed the same topic.

2.1 Motivation

Motivation refers to the internal or external factors that drive, direct, and energize an individual's behavior towards achieving a goal or fulfilling a need. It is the force or the combination of forces that initiates, guides, and sustains behavior, often involving the activation of cognitive, emotional, and physiological processes.

Motivation can be influenced by various factors, including personal desires, aspirations, values, external rewards, social norms, or the need to fulfill basic physiological or psychological needs. It can arise from both internal sources, known as intrinsic motivation, and external sources, known as extrinsic motivation. Uno (2008) expounded that motivation is a psychological process that can explain a person's behavior, the power that drives someone to do something. Furthermore, in a learning process, Brewer & Burgess (2005) suggested that motivation is a basic and essential part of learning. It can be mentioned that motivation is a psychological process that drives someone to do something and it is an important part of learning.

Parsons et al. (2001) pointed out that the important component or factor in the learning process is motivation. In order to achieve something, learning and motivation have the same importance. Learning provides students to gain new knowledge and skills while motivation encourages the students to go through the

learning process. It can be stated that motivation is an essential part of learning and it is a crucial factor that can impact our learning process.

In learning process, the most significant factor which is influencing students' success or failure is students' motivation. Motivation is the most significant role that influences student in achieving their goals. In accordance with the statements, McDonough (1986) explained that motivation is an essential factor that plays a major role in achieving many fundamental goals in students' academic life.

2.2 Types of Motivation

Uno (2008) identified that motivation and learning are two things that affect each other. Motivation to learn can arise because of intrinsic factors, in the form of passion and willingness to succeed and the impulse of learning needs. While extrinsic factors can include awards, a conducive learning environment, and interesting learning activities. In line, Deci & Ryan (2013) classified that motivation can be divided into two types, intrinsic motivation and extrinsic motivation. Therefore, it can be concluded that there are two types of motivation. The first motivation is intrinsic motivation, refers to the inner drive and personal satisfaction that arises from engaging in an activity for its own sake. It is driven by internal factors such as personal interest, enjoyment, and a sense of fulfillment. The second motivation is extrinsic motivation, refers to the drive and engagement in an activity that is influenced by external factors and rewards. Unlike intrinsic motivation, which stems from internal satisfaction, extrinsic motivation is based on the desire to attain external outcomes or rewards. In learning process, extrinsic

motivation can be the environments and interesting learning activities that motivates us to study the subject. The following paragraphs explain further explanation of the subject matter.

2.2.1 Intrinsic Motivation

Intrinsic motivation refers to the inherent drive and enjoyment that comes from engaging in an activity or pursuing a goal for its own sake, without the need for external rewards or incentives. It is characterized by a genuine interest, satisfaction, and personal fulfillment derived from the activity itself. Intrinsic motivation arises from internal factors, such as personal values, curiosity, a sense of competence, or the desire for personal growth and mastery. Some experts have presented several discussions regarding intrinsic motivation. The first discussion is coming from Ryan & Deci (2000) stated that intrinsic motivation is defined as doing an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. Brown (2000) who exemplified that intrinsic motivation naturally emerges within individual desires. This idea is in line with Mahadi & Jafari (2012) who designated that intrinsic motivation comes up from oneself desires. Similarly, Babaae (2012) also perceives intrinsic motivation as something done by someone which appears from their internal desire. Obviously, these mentioned experts seem to have similar ideas and understanding regarding how intrinsic motivation within individual comes. Individual intrinsic motivation comes from what we call as 'natural desire' within oneself in doing something, meaning that individual with intrinsic motivation does

something simply with their willingness without any forces from their surroundings. In fact, Deci & Ryan (2013) determined in their study that someone will be motivated intrinsically if they get freedom to expand themselves without being controlled.

2.2.2 Extrinsic Motivation

In contrary with intrinsic motivation, where getting inner satisfaction within themselves, extrinsic motivation refers to the drive or desire to engage in an activity or achieve a goal primarily driven by external factors and rewards. It involves seeking external incentives or tangible benefits, such as money, grades, praise, or recognition, to motivate one's behavior. Considering how extrinsic motivation works, some experts have clearly put explanation on it. As discussed by Ryan & Deci (2000) stated that extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. According to Harmer (2001) extrinsic motivation is resulted from someone's external factors. For example, students learn in order to gain reward in spite of the fact of as naturally they do not put their willingness in the process of their learning. Additionally, what have been delineated by Harmer (2001) is similar with what Dörnyei (2001) explained regarding extrinsic motivation, Dörnyei (2001) explained that extrinsic motivation is related to do an action in order to receive an extrinsic reward or to avoid punishment. These two experts similarly recognized that extrinsic motivation comes from external factor such as gaining reward or avoiding punishment. This

factor moreover drives someone's motivation to do or to get something. As a matter of fact, extrinsic motivation is a construct that pertains whenever the activity is done which involves external control (Deci & Ryan, 2013).

2.3 Factors Affecting Students' Choice in a Study Program

Prior studies have sought to identify the factors that influence student's majoring choice. A study conducted by Teowkul et al. (2009) suggested master degree students expect to gain more compensation, to easily change jobs, and to smoothly transition into new careers. There are various motives behind one's decision in pursuing master degree, and according to Mujtaba et al. (2008) in a world of competitive job market, meeting and exceeding job requirements in an ever-changing marketplace is essential.

Another study conducted by Eli & Hamou (2022) investigated the factors that influence students' choice of English study as a major showed that education facilities and media have a significant positive relationship with students' choice of English study as a major. In another related study talked in regards to factors that influence a student in selecting accounting study program conducted by Rababah (2016) specified that personal interests, personality, job prospect, reputation of the university and media did not have a significant influence on the students' choice of accounting as a major whereas family members and peers significantly related to the students' majoring choice. In a business study, Malgwi et al. (2005) identified that interest in the subject, pay in the profession and career and job opportunities are the key factors that influence a student's choice of a major. Ho et al. (2018) explained that job security, stable working environment, library environment/

atmosphere, career advancement in library field, desire for a career change, and being interested in LIS were factors affecting participants' career decision-making. Thus, another study indicated that family advice and job opportunities/prospects are the most significant factors that influence students in major selection. (Alanezi et al., 2016).

2.4 Demographic Background

Demographic background refers to the characteristics of a population or group of individuals that are used to describe and categorize them based on specific demographic factors. According to Mulder (2006) stated demographic as a study of human populations with emphasizes on the statistical analysis of the quantities and characteristics of the people who live in a particular area.

Demographic background is an essential element in social research, market research, public policy, and many other fields where understanding the characteristics and dynamics of a population is crucial. It provides a foundation for studying social phenomena, identifying disparities, and implementing targeted measures to address societal challenges and promote inclusivity. In line, Vogt & Johnson (2011) stated "Demography is a field of study in which researchers examine the quantifiable statistics of a particular population" Additionally, Plane (1993) defined that demographic study involves the measurement of size, growth, density, distribution, and diminution of the number of people, the proportion living, being born, or dying within some area or region, and the related functions of fertility, mortality and marriage. Thus, it can be concluded that demographic background refers to the characteristics of a population or group of individuals,

including factors such as age, gender, ethnicity, socioeconomic status, educational level, and geographic location, and demographic background provides valuable insights into the complexities and diversity of human population.

2.3 Relevant Studies

There are some previous studies that investigated the same topic to this research. The first study was conducted by Crampton et al. (2006). This research talked about factors influencing major selection on college of business students. The aim of the study was to examine factors that influenced and impacted business students when they decided to choose the major. The participants of the research were 89 students that were taken from three different classes taught by different instructors of the same introductory business course.

The instruments of the research were a close ended questionnaires using a 6-point of Likert-type scale. The range was from excellently informed to not aware and from very important to not important. By using a 6-point Likert-type scale, students were asked to indicate their level of awareness of career opportunities in various business disciplines when they completed high school.

The result of the research shows that when coming out of high school, respondents were most knowledgeable about possible careers in management, marketing, accounting and finance. They were least knowledgeable about possible careers in computer science, information systems, and logistics/operations. By the sources of information when the respondents selected the major, the study shows that television or movie portrayal of the occupation got the highest rank, the second highest ranked was information on college/department web site, followed by

brochures about the major, and newspaper articles and information on the internet/web. Based on the result of the study, the most important factor that influenced respondents in majoring business was career oriented: personal interest in the subject matter, long-term salary prospects, and probability of working in the field after graduation. These were followed closely in importance by: starting salary, prestige of profession, job security of related occupations and occupational growth forecasts/predictions. The factors rated as the least important were referent sources: high school guidance counselor(s), university career services program(s), and university advisement center.

The second study was conducted by Masbirorotni et al. (2020). The study examined student teachers' motivation levels in taking the English Education Major at teacher training institutions, further study sought to discover the difference in the level of motives among altruistic, intrinsic, and extrinsic motives for the student teachers to elect an English education major to become an English teacher with their socio-demographic characteristics (academic year, university, gender, and parents' occupation). The study involved 1139 student teachers majoring in English education from six teacher training institutions, consisting of 239 student teachers from Universitas Jambi, 101 student teachers from Universitas Batanghari, 282 student teachers from UIN Sultan Thaha Syaifuddin Jambi, 336 student teachers from UIN Raden Fatah Palembang, 97 student teachers from IAIN Kerinci, and 84 student teachers from STKIP Bangko. The instrument used in this study was a closed-ended questionnaire and the researchers used a 5-level Likert scale: strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D), and strongly

disagree (SD). The study shows that extrinsic motives were found to be the highest mean score, the second reason that student teachers selected the English education major was based on intrinsic motives and the last motive rank was the altruistic motives, with values of mean scores between 1.93. Nevertheless, both intrinsic and altruistic motives were interpreted at the low level.

Therefore, the third study was conducted by Ramos & dela Cruz St Tondo (2019). The study was a preliminary investigation which was aimed to determine the first-year nursing students' academic motivations. The research design was descriptive quantitative in nature. Data collection was done through the administration of a personal data sheet and the AMS-C 28 to determine the academic motivation of first year nursing students. The research was conducted at a local university in the city of Manila. To select the respondents of the research, convenience sampling method was utilized. For the instruments of the research, the study used demographic/personal data sheet and The Academic Motivation Scale College Version (AMS-C 28). In analyzing the data, the researchers used descriptive and inferential statistics. The study shows several findings, and they are; 1). Students exhibited higher scores of external motivations than internal motivation, 2). Students scored high in external motivation – external regulation, which indicates that they are motivated by rewards and constraints, 3). Most of the students are motivated to go to college because they believe that college education can prepare a better career for them, 4). Gender has no significant effect on any of the subscales, and 5). Age has no significant effect on any of the subscales.

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The fourth study was conducted by Yusuf et al. (2020) The researchers investigated a study on students' motivation in learning Arabic and English as a foreign language in Aceh. The study aimed to investigate the motivational learning types of English and Arabic language major students at a university in Banda Aceh, Indonesia. The study used a quantitative approach to data analysis. For the respondents of the research, the researchers randomly recruited the 60 undergraduate students who majored Arabic and English major and 30 students from each major. The study used a close-ended questionnaire in collecting the data. The questionnaire used by the researchers was a modified motivational survey of the well-known Gardner's Attitude/Motivation Test Battery (AMTB). The questionnaires were distributed to the students after their classes were over. It took them about 15 to 30 minutes to fill in the questionnaire. Once done, the questionnaires were collected and further analyzed using the SPSS software. The study shows that the comparison of statement items results between the English and Arabic major students' motivation related to integrative motivation, and it shows that integrative motivation is more dominant to both English and Arabic major students in learning and choosing their major. Students have more integrative motivation in learning their chosen foreign language compared to instrumental motivation.

The fifth study was conducted by Ho et al. (2018) discussed about the intrinsic vs. extrinsic motivations of Master of Library and Information Science students, and the study was a cross-cultural comparative study. The study investigated various factors that encourage a person to pursue an LIS (Library and

Information Science) career through enrolling in an MLIS (Master of Library and Information Science) program based on students' demographic background. The participant of the study were students from different background and different universities from different countries. In particular, the study was a cross-national comparative study with MLIS students from four universities from different countries, namely the University of Hong Kong (HKU), National Taiwan Normal University (NTNU), Peking University (PKU), and the University of Copenhagen (UC), to investigate the career and learning motivations of these soon-to-be librarians. The study was interested in whether a person's prior working experience in a library would have an impact on their motivation in pursing an MLIS degree and also the study investigated students' motivation whether it is intrinsic or extrinsic motivations. However, the study shows that previous working experience in the library had an impact on participants' decision to pursue the MLIS program. The study categorized that career and learning motivation factors of MLIS learners into intrinsic and extrinsic factors, and discovered that the participants were motivated by both intrinsic and extrinsic factors to pursue their graduate studies in the Library and Information Science (LIS) field.

The study used online questionnaire in collecting the data and in analyzing the data, the study employed descriptive statistic in order to identify the issues. The study shows that the participants at HKU and NTNU ranked "career advancement in the library field" and "want to stay competitive in the library field", which are extrinsic factors, as the most influential factor for pursuing an MLIS program, respectively. On the other hand, students at PKU selected both "want to change into

a profession that gives more job security", an extrinsic factor, and "did not want to work, just wanted to stay in school and study more after finishing my BA", an intrinsic factor as their top reasons. However, UC participants selected an intrinsic factor, such as "being interested in LIS", as their top selection criteria.

The sixth study was done by AL-Mutairi & Saeid (2016) talked about factors affecting students' choice for MBA program in Kuwait universities and the purpose of the study was to explore the reasons students pursuing an MBA degree, the sources of information used by students to choose the institutions and factors that influence students' choices of the institution in Kuwait. The participant of the study was all active students who was pursuing an MBA program in Kuwait including Kuwait University (KU); Gulf University for Science and Technology (GUST), American University in Middle East (AUM) and Kuwait Maastricht Business School (KMBS). The study used a structured questionnaire to collect the data and employed descriptive statistic such as SPPP to analyze the data. The result of the study shows that the most important reasons for students in pursuing an MBA is to satisfy their personal concerns and to improve their knowledge and skills, so that they feel appreciated and recognized for their achievements in the workplace. For the source of information of the study program, the study shows that the program alumni and visits to campus are the most important sources of information followed by suggestions by friends and university websites. For the criterion of selecting the MBA program, the study shows that the accreditation is the most important influential factor that influences students to select an MBA program followed by faculty and institution reputation.

The seventh study was conducted by Sugahara et al. (2008) discussed about Factors influencing students' choice of an accounting major in Australia. The study investigated the influential factors that affect business students' selection of a major course of study at the tertiary level in Australian universities. The participants of the study were the students majoring in business-related subjects such as business administration, finance, commerce and accounting and the participants were studying undergraduate and graduate degrees at two Australian universities. A total of 46 domestic and 68 international students participated in this study. In collecting the data, the study used questionnaire and SPSS software was used to analyze the data. The study shows that an interesting job to be the highest factor chosen by the participants as an influencing factor affects students' choice in accounting major, followed by good long-terms earning and good initial salary.

The eighth study was conducted by Mon & Octavia (2023) discussed about the effect of intrinsic and extrinsic factors on choosing a study major on career satisfaction. The research aimed to study the factor that affects an individual in choosing a major of study to career satisfaction mediated by a career path. The population of the study was the community in Batam. The study used purposive sampling in getting the sample of the study. The samples in this study were individuals undergoing the lecture process while working and individuals who had gone through the lecture process and had a chosen career path. In collecting the data, the study used a survey in the form of a questionnaire as a tool or media for collecting data. Based on the result of the study, parental support in assisting individuals in choosing a major significantly affects individual career paths,

extrinsic motivation has a significant effect on determining an individual career path, intrinsic motivation in choosing a major significantly determines an individual's career satisfaction based on the chosen career path, and parental support in choosing a major has no significant effect on individual career satisfaction.

The ninth study talked about the factors influencing students' choice of accounting as a major (Alanezi et al., 2016). The objective of the study is to investigate the factors that affect students' choice of accounting as a major in two-year college courses. The study used a questionnaire to collect the data and statistical analysis was employed to analysis the data. The result of the study shows that factors most affecting students' decisions to major in accounting were career opportunities, prestige and interesting subject. Being with friends, family advice and friends' advice were found to be the least important factors influencing students' decisions.

The tenth study conducted by Rahawarin et al. (2020). The study aimed to find out the real motivation of students to select department of Islamic teaching education in public university. The study used qualitative method with case study approach. The sources of data were taken from thirty informants through in-depth interviews, and the informants were selected using purposive sampling techniques. The informants of the study were active students who chose the department of Islamic teaching education at Padang State University in the year of 2017, 2018 and 2019. In analyzing the data, the researchers implemented NVivo 10 qualitative analysis software. The study revealed that there were seven motivations that

motivated students in enrolling department of Islamic teaching education in public university. The first motivation is self-will, self-motivation is the key for someone to pursue profession they want in the future. The second motivation is parents' encouragement, the study shows that at the beginning, the students were less interested in majoring in Islamic religion teacher education, but after having discussions with their parents, they were finally interested in choosing this profession as their career after graduating from college. The third is a decision to become an Islamic teacher. The fourth is a better job opportunity. The fifth is a desire to study at public universities. The sixth is they have an opportunity to spread "*Dakwah*". The last is the students would like to deepen religious knowledge.

Lastly, the study conducted by Anwar & Yudhi (2018). The study aimed to investigate the motivation of students to choose English Education department at university. The study used quantitative descriptive method. The study was conducted at the Faculty of Language and Communication Science of Sultan Agung Islamic University (UNISSULA) Semarang. In getting the data, the researchers used questionnaires, and the questionnaires were made by researchers online by using Google Forms. For the participant of the research, the researchers chose 37 sample out 206 population from undergraduate students of English Education program at Faculty of Languages and Communication Science of Sultan Agung Islamic University (UNISSULA) Semarang, by using purposive sampling. After collecting the data, the researchers analyzed, interpreted in depth, and then described in details. The study shows that (81.1%) of PBI students had strong intrinsic motivation that they chose English education department due to their

curiosity and a strong willingness to enhance their potential and skills in English. Whereas, in terms of extrinsic motivations (building, tuition fee, parents, friends, lecturer, service, alumni, institutional guarantee, and so forth) were not so dominant in determining their choice when choosing PBI study program. In fact, intrinsic motivation factors were higher than extrinsic ones.

After reviewing some of relevant studies above, the researcher found out that there is lack research that investigates students' motivation in choosing a major in master degree level and there is lack research that discussed deeper about participants' profile especially in Jambi Province. Therefore, the researcher is here to complete research gaps aims to investigate students' motivation in pursuing a master degree in English Education.

5.4 Research Hypotheses

Based on the study review above, the researcher has formulated hypotheses of the study, as presents below:

1) H_o: There is no significant difference in students' motivation level based on demographic background (gender, age, occupation, previous major).
2) H_a: There is significant difference in students' motivation based on age demographic background (gender, age, occupation, and previous major).

CHAPTER III
METHOD OF THE RESEARCH

This chapter presents the description of the research method and research design, how the research was conducted, the population and sampling, the instruments of the research, data collection procedures, technique of data analysis, and the process of validity and reliability.

3.1 Research Design

This research is quantitative descriptive method, as Creswell (2012) stated that in quantitative, investigators identify research problems based on trends in the field or on the need to explain why something happened by analyzing trends, comparing groups, or related variables using statistical analysis, and interpret the results by comparing those with a previous prediction and research of the past.

This research used a cross-sectional study design, because this research is type of observational research that analyzes data across a sample population at a specific point in time. Kesmodel (2018) stated that cross-sectional studies are characterized by the collection of relevant information (data) at a given point in time. Hence, there is no time dimension involved in cross-sectional studies, as all data are collected and mostly refer to the time at or around the time of the data collection.

3.2 Population and Sample

The target population of this study was all active students who have chosen Master degree in English Education at two selected universities in Jambi, they are University of Jambi and State Islamic University of Sultan Thaha Saifuddin Jambi. A total number of the target population is 89 students. The target population has

decreased from 119 students to 89 students, due to the fact that some of them have finished their studies and some of them are taking a leave. Based on the academic data of MPBI (Magister Pendidikan Bahasa Inggris) UNJA, student's registration and recapitulation data, there are 73 active students in total, and based on the academic data of MTBI (Magister Tadris Bahasa Inggris) UIN, student's data of magister of English education batch 2019-2022, there are 16 active students.

Table 3.1 Target Population of The Research

UNJA		UIN STS JAMBI	
Year	Number of Students	Year	Number of Students
2019	1	2019	3
2020	4	2020	3
2021	44	2021	2
2022	24	2022	8
Total	73	Total	16
			Total: 89

Fraenkel et al. (2006) defined the population as a group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Therefore, the researcher chose all the active students who have chosen a Master degree in English Education of these two selected universities as a population of the study, so the researcher would be able to generalize the results of the study.

The researcher selected the sample based on the target population. Fraenkel et al. (2006) stated that a sample is any part of a population of individuals on whom information is obtained. Thus, to get the sample of the study, the researcher used total sampling technique, because the research population is less than 100 and all populations were involved as a participant in the study (Sugiyono, 2010).

3.3 The Instrument of The Research

The instrument used in this study was a close-ended questionnaire adapted from a previously validated instrument developed by (Crampton et al., 2006), (AL-Mutairi & Saeid, 2016), and (Masbirorotni et al., 2020). Through careful consideration of previous research, the researcher modified the existing questionnaire to ensure its relevance and suitability for this research objectives and target population. For the source of information items, all of items were adapted from AL-Mutairi & Saeid (2016) further explanation, it can be seen in the table 3.2 below:

Table 3.2 Questionnaire items (source of information)

	Original Item	Modified	Not Modified	Modified Item
1	Campus visit		✓	
2	Friends' suggestion	✓		Friends
3	University websites		✓	
4	Educational seminars/ fairs		✓	
5	Family Advice	✓		Family
6	Magazines and journals		✓	
7	Posters in Public places (Avenues)		✓	
8	Advertisements on TV		✓	
9	Advertisements on the Radio		✓	
10	Posters on public transports		✓	

Note. All items for the source of information questionnaire was adapted from (AL-Mutairi & Saeid, 2016)

The instrument used in this study regarding to intrinsic motivation was adapted from two prior studies. For further explanation, it can be seen in the table 3.3 below:

Table 3.3 Research Questions (Intrinsic Motivation)

	Original Item	Modified	Not Modified	Authors	Modified Item
1	Personal satisfaction	✓		(AL-Mutairi & Saeid, 2016)	Personal Satisfaction was my appeal to pursue a Master Degree in English education.
2	Improving my knowledge and skills		✓	(AL-Mutairi & Saeid, 2016)	_
3	Prestige of Profession	✓		(Crampton et al., 2006)	I pursue Master Degree in English Education because of prestige of profession
4	Job security	✓		(AL-Mutairi & Saeid, 2016)	Job security of related occupations was my appeal to go for Master Degree in English Education
5	Occupational Growth Forecasts/Predictions	✓		(Crampton et al., 2006)	I specify my choice of Master Degree in English Education because of occupational growth forecast
6	Probability of Working in Field After Graduation	✓		(Crampton et al., 2006)	I pursue Master Degree in English Education because of probability of working in field after graduation
7	Opportunities for Ongoing Professional Development	✓		(Crampton et al., 2006)	I select Master Degree in English Education because of opportunities for ongoing professional development
8	Performance in High School Subject Matter Courses	✓		(Crampton et al., 2006)	I pursue Master Degree in English Education because of my performance in previous program/study
8	Probability of Graduating with Honors in Major	✓		(Crampton et al., 2006)	Probability of graduating with honors in major was my appeal to pursue Master of English Education
10	Flexibility of Work Schedule	✓		(Crampton et al., 2006)	I pursue Master Degree in English Education because of a flexibility of work schedule
11	Improving social status	✓		(AL-Mutairi & Saeid, 2016)	Improving social status was my appeal to pursue Master Degree in English Education

Based on the table 3.3 above, it can be seen that item number 1,2,4,11 was adapted from (AL-Mutairi & Saeid, 2016). Additionally, item number 3,5,6,7,8,9, and item number 10 was adapted from (Crampton et al., 2006).

The instrument used in this study regarding to intrinsic motivation was adapted from three prior studies. For further explanation, it can be seen in the table 3.4 below:

Table 3. 4 Research Questions (extrinsic motivation)

	Original Item	Modified	Authors	Modified Item
1	I am inspired by my parents	✓	(Masbirorotni et al., 2020)	My parents encouraged me to pursue Master Degree in English Education
2	Alumni profiles	✓	(AL-Mutairi & Saeid, 2016)	Alumni profile was my appeal to pursue a Master Degree in English education.
3	Long-Term Salary Prospects	✓	(Crampton et al., 2006)	Long-salary prospect was my appeal to pursue a master degree in English education
4	Enhancing promotional opportunities	✓	(AL-Mutairi & Saeid, 2016)	I pursue a Master Degree in English Education because I want to enhance promotional opportunities
5	Career opportunities	✓	(AL-Mutairi & Saeid, 2016)	Career opportunities was my appeal to pursue a master degree in English Education
6	Competing in the job market	✓	(AL-Mutairi & Saeid, 2016)	Competing in the job field was my appeal to pursue a Master Degree in English Education
7	Obtain business qualification	✓	(AL-Mutairi & Saeid, 2016)	I pursue a Master Degree in English Education because I want to obtain teaching qualifications.
8	Program duration	✓	(AL-Mutairi & Saeid, 2016)	Program duration was my appeal to pursue Master Degree in English Education
9	Tuition fees	✓	(AL-Mutairi & Saeid, 2016)	Tuition fee was my appeal to select Master Degree in English Education
10	Faculty reputation	✓	(AL-Mutairi & Saeid, 2016)	Faculty reputation was my appeal to pursue a Master Degree in English Education
11	Institution reputation	✓	(AL-Mutairi & Saeid, 2016)	Institution reputation was my appeal to pursue a master degree in English education
12	Attractiveness of location	✓	(AL-Mutairi & Saeid, 2016)	The attractiveness of location was my appeal to select Master Degree in English Education
13	As an English teacher, I would have an opportunity to work ✓internationally	✓	(Masbirorotni et al., 2020)	By pursuing a Master Degree in English Education, I would have an opportunity to work internationally

Based on the table 3.4 above, it can be seen that item number 1 and item number 13 was adapted from (Masbirorotni et al., 2020). Item number 3 was adapted from (Crampton et al., 2006) and item number 2,4,5,6,7,8,9,10,11,12, was

adapted from (AL-Mutairi & Saeid, 2016).

The researcher employed questionnaire, in accordance with Creswell (2012) stated that the questionnaire is the form used in the design of the survey that participants in the study are complete and back to the researcher. The participants answered the question and supplied personal information or demographic basis.

The researcher used a 5 points of Likert Scale that was adapted from Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB), the range from strongly agree to strongly disagree Gardner (2004) to get the information from the participants. The questionnaire used in this research was an online questionnaire, and the researcher shared the questionnaire through Google Form.

3.3.1 Specification of the Instrument

The instrument of the research consisted of 41 items and it was divided into 4 parts. The first part consisted of 7 items and it discussed about students' demographic background, including name, academic year, university, gender, age, participants' occupation, and previous major. The second part consisted of 10 statements where the students obtaining the information about the program, and the third part of the instrument consisted of 11 items discussed about intrinsic motivation, and the last part of the instrument consisted of 13 items talked about extrinsic motivation.

Table 3.5 The Specifications of Question Sheet

Research Questions	Total Item	Number of Item
Demographic Background	7	1,2,3,4,5,6,7
Sources of information	10	8,9,10,11,12,13,14,15,16,17
Intrinsic Motivation	11	18,19,20,21,22,23,24,25,26,27,28
Extrinsic Motivation	13	29,30,31,32,33,34,35,36,37,38,39,40,41
Total: 41		

3.4 Data Collection

The researcher obtained the data for this study through a survey method. The researcher adapted the survey questionnaire that included a close-ended questions and the survey questionnaire was designed to gather information about the participants' perceptions about the subjects of the study.

In collecting the data, the researcher asked a permission to the deans by explaining the purposes of obtaining the data. After getting the permission, the researcher started to distribute the questionnaires by sending Google Form link through WhatsApp application and the researcher asked each class presidents to explain about the research to their classmates.

3.5 Data Analysis

Students' response toward the questionnaire items was analyzed using the Statistical Package for the Social Sciences (SPSS) Version 26.0 for Windows. The scoring system used was based on the 5-level Likert scale: strongly agree to strongly disagree.

The researcher distributed the data based on its statement category where the researcher applied Descriptive statistics (frequencies) analysis to get the results. After distributing the data, the researcher analyzed the data using Descriptive Statistics in order to get the mean score of the data. After calculating and categorizing the students' response toward the questionnaire items, all of the scores were totaled to determine the real scores of students' motives in pursuing a master degree in English education.

The mean score of respondents' data was calculated and this mean score

indicated the respondents' self-report on their level of respondents' agreement to the survey statements. For the interpretation of the mean score, the researcher employed the interpretation of the mean score suggested by Moidunny (2009) as presented in the table below:

Table 3.6 The interpretation of the level of mean score

Mean Score	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.20	Medium
3.21 – 4.20	High
4.21 – 5.00	Very High

Thus, to answer question number 1, number 2 and number 3, the researcher took the results by the rank of the mean score. Therefore, to answer question number 4, and to test the hypothesis of the research, the researcher generated the data using Compare Means analysis (An Independent Sample T-test and One-Way ANOVA), the researcher compared the mean score of each value based on the demographic background in order to find out whether there was any significance difference between students' motivation and students' demographic background.

3.6 Validity and Reliability of The Questionnaire

3.6.1 Validity

Validity refers to the extent to which a researcher actually investigates what the researcher purposes to investigate (Nunan, 1992). In line with Fraenkel et al. (2012) stated that "Validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. Validation is the process of collecting and analyzing

evidence to support such inferences". Thus, to reach the validity of the instrument, the researcher employed think-aloud interview (Neuman & Robson, 2014) where the researcher discussed in depth and asked for advices from the experts.

The experts' think-aloud verbalizations revealed their assessments of the content validity of the instrument. They examined the clarity, comprehensiveness, and accuracy of the questions, scales, or items included. Overall, the experts expressed satisfaction with the content validity of the instrument. The think-aloud interviews with experts provided valuable insights into the validity of the instrument used in the study. The experts' expertise and critical evaluation contributed to confirming the relevance and content validity of the instrument. Their feedback on item clarity and scale appropriateness further enhanced the validity of the instrument, ensuring that it effectively measures the intended constructs.

3.6.2 Reliability

For reliability test of the instrument, the researcher applied pilot study to test the reliability of the instrument. According to Dikko (2016) "a pilot study is defined as a mini versionof a research or a trial run conducted in preparation of a full scale study and may be conducted specifically to pre-test a research instrument". The researcher asked the students of MPBI (Master of English Education) University of Jambi, the fourth semester students, class A, consisting of 10 students to be the pilot study of the research. Out of 10 students, only 9 students participated in the pilot study. The researcher selected the fourth semester students from master degree in English education department, University of Jambi, because

the accessibility to reach participant to be the pilot study and also the participants of the pilot study met the target population criterion. The researcher selected 9 students to be the pilot study because the number of students is enough to be the pilot study, according to Simon & Goes (2011) inferred that the ranges of the sample needed to conduct a pilot study typically from 10-20% of the total population.

After getting the data of the pilot study, the researcher conducted reliability test of the instrument by conducting Reliability Statistics Cronbach's Alpha test using the Statistical Package for the Social Sciences (SPSS) Version 26.0 for Windows. The result of the test showed that the instrument of the research is reliable or it is consistence to be the instrument of a research. The results of the Cronbach's Alpha test can be seen in table 3.4 below:

Table 3.7 The Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	34

According to Sujarweni (2014) a questionnaire is reliable if the value of Cronbach's Alpha >6. As we can see in the table 3.4 above, the value of Cronbach's Alpha is 0.920 which means the value of Cronbach's Alpha of the questionnaire is greater than six (0.6) and we can take everything into account that the questionnaire of this research is reliable.

CHAPTER IV

In this chapter, the researcher talks about the overview of the research, the demographic profile of the respondents, the findings of the research, and discussions.

4.1 The Overview of The Research

The research talks about the motivation used by the students in pursuing a master degree in English education. The study is a quantitative descriptive method using a statistical analysis to analyze the data. In the process of analyzing the data of the research, as mentioned in chapter III, before sending the questionnaire to the real respondents, the researcher first did the validity and reliability test of the instrument of the research. After discussing in depth with experts to check the validity of the instruments of the research, and after receiving and analyzing the collected data to check the reliability of the instruments of the research, and it was valid and reliable, the researcher then started to distribute the instrument of the research to the real respondents by sending the Google form link of the research instrument through WhatsApp application. The respondents of the research could participate and fill out the link within 8 days. The researcher set the time to fill the link from Mei 24th of 2023 to Mei 31st of 2023. As a result, there was a total of 68 respondents completed the questionnaire.

4.2 Demographic Background of The Participants

The demographic background of the respondents in this research study plays a crucial role in understanding the context and implications of the findings. This section presents a comprehensive overview of the demographic profile of the

respondents, including information on the academic year, university, age, gender, occupation and previous major. A detailed overview regarding respondents' demographic profile is presented below:

4.2.1 Academic Year

The distribution of respondents based on the Academic year.

Table 4. 1 Academic year

Academic year	Frequency	Percent
2019	2	(2.9 %)
2020	5	(7.4 %)
2021	40	(58.8 %)
2022	21	(30.9 %)
Total	68	(100 %)

Based on the data collected after distributing the questionnaire, a total number of the respondents is 68 respondents. Specifically, as we can see in the table above, students in batch 2021 to be the highest rank with 40 (58.8 %) of the respondents, the second highest rank is students in batch 2022 with 21 (30.9 %) followed by student in batch 2020 with total score is 5 (7.4 %) and the last rank is student in batch 2019 with total score is 2 (2.9 %).

4.2.2 University

The distribution of respondents based on the university where the respondents taking the program.

Table 4. 2 Origin of University

University	Frequency	Percent
Universitas Jambi	53	(77.9 %)
UIN Sulthan Thaha Saifuddin Jambi	15	(22.1 %)
Total	68	(100 %)

Based on the table 4.2 above, we can take a conclusion that most of respondents were from Universitas Jambi, it can be seen that the frequency of Universitas Jambi 53 (77.9 %) is higher than the frequency of UIN STS Jambi that scored 15 (22.1 %).

When it comes to choosing a university, students are faced with a multiple of considerations. Each student has unique aspirations, goals, and interests that shape their decision-making process. Some prioritize academic excellence, seeking institutions renowned for their rigorous programs and distinguished faculty. Others place importance on the university's reputation and global ranking, viewing it as a stepping stone to future opportunities. Campus culture and community are also crucial factors, as students seek an environment that fosters personal growth, inclusivity, and extracurricular involvement. Location and accessibility play a role, with students often weighing the benefits of a vibrant city or a serene campus setting. Financial considerations cannot be overlooked, with scholarships, grants, and tuition costs influencing the final decision. Ultimately, the choice of a university is a deeply personal one, where students aim to find an institution that aligns with their values, goals, and aspirations, setting the stage for a transformative educational journey. These statements are in line with Jefferies (2020) stated that there are four key factors which are the desire to study for a graduate degree, the facilities of the University, including its geographical location, the courses on offer and influence of other stakeholders like parents, siblings and friends.

4.2.3 Gender

The distribution of respondents based on gender stated below:

Table 4. 3 Respondents' gender

Gender	Frequency	Percent
Male	15	(22.1 %)
Female	53	(77.9 %)
Total	68	(100 %)

Based on the table 4.3 above, we can see that most of the respondents of the research were female, as stated in the table that female respondents outnumbered the male respondents. Female respondent scored 53 (77.9 %) higher than male respondents who scored 15 (22.1 %). Based on the outcome of this research, it can be stated that most of graduate students pursuing a master of English education is female. The findings show that female students were more interested in participating or being part of educational field rather than male, supported by the fact that the data of Kemendikbud (2022) there were around 3.3 Million Indonesian national teachers, 2.36 Million (70.84 %) of the populations were female, and 972.05 Thousands (29.16 %) of the populations were male.

4.2.4 Age

The distribution of respondents based on age.

Table 4. 4 Age

Age	Frequency	Percent
Less than 25 years old	23	(33.8 %)
From 25-35 years old	39	(57.4 %)
From 35-45 years old	5	(7.4 %)
More than 45 years old	1	(1.5 %)
Total	68	(100 %)

Based on the table 4.4 above, we can see that the majority of graduate

students majoring master of English education program are from 25-35 years old, as it scored to be the higher rank, accounting 39 (57.4 %) following by the age of less than 25 years old, scoring 23 (33.8%). The third rank was from 35-45 years old which scored 5 (7.4 %) and the last rank was more than 45 years old, scored 1 (1.5 %).

McLaughlin (2022) showed that "the average age for masters students in 2021 is 28, for doctoral students the average age is 31. Since 1991 there has been a shift in the age of students. In 1991 51.27% of Masters students were 20-29; in 2021 this has increased to 67.13% for the same age group", on the other hand, the finding of this current research shows that there is one participant pursuing a master degree after 45 years old, it shows that the ideal age to continue a master degree can vary depending on individual circumstances and goals.

4.2.5 Occupation

The distribution of respondents based on the occupation.

Table 4. 5 Respondents' occupation

Occupation	Frequency	Percent
Teacher	23	(33.8 %)
Students	36	(52.9 %)
Freelancer	3	(4.4 %)
Teacher Assistant	1	(1.5 %)
PNS Pemprov. Jambi	1	(1.5 %)
Pegawai Negeri Sipil	1	(1.5 %)
Police	1	(1.5 %)
Employyee	1	(1.5 %)
Sekretaris/Ajudan	1	(1.5 %)
Total	68	(100 %)

Based on the output of the demography analysis above, it can be mentioned that out of 68 respondents of the research, 36 of them are students based on the

respondents' occupation. The table4.5 shows that student has the highest rank, it scored 36 (52.9 %) and the second highest rank of respondents' occupation is teacher, it scored 23 (33.8 %) following by the freelancer to be the third highest rank, and it scored 3 (4.4). Followed by the other occupations such as teacher assistant 1 (1.5%), PNS (Civil servant) Pemprov. Jambi 1 (1.5 %), PNS (Civil servant) 1 (1.5 %), *Polisi* (Police) 1 (1.5%), Employee 1 (1.5 %), and *Sekretaris Ajudan* (Secretary) 1 (1.5 %).

Based on the findings of the research, it can be stated that most of the participants were student by profession (52.9 %) those who pursue a master degree right after their bachelors. For students who is indicated a teacher (33.8 %) as stated by Vural & Başaran (2021) that personal development or self-improvement in the field of education, pursuing an academic career, professional development, having in-depth knowledge in the field were teachers' reasons to pursue a master degree in education.

4.2.6 Previous Major

The distribution of the respondents based on previous major

Table 4. 6 Participants' previous major

Previous Major		Frequency	Percent
Pendidikan Bahasa Inggris (English Education Department)		59	(86.8%)
Sastra Inggris (English Literature/Linguistics)		9	(13.2%)
	Total	68	100.0

Based on the table above, it can be stated that all of the students were majoring English for their previous study. The majority respondents of this research were majoring *Pendidikan Bahasa Inggris* (English Education Department) with the highest rank and scored 59 (86.8%) followed by *Sastra Inggris* (English

Literature/linguistics) 9 (13.2 %).

The findings showed that 86.8 % of the participant continuing their study in the same field, and the others were from different field, based on the findings of the research, we can conclude that pursuing a master degree does not require the same major as students did in bachelors. Despite students come from different background, students have the same benefits by pursuing a master degree, that they have opportunities in getting a better career or personal development. In line with Jagganath (2023) stated that graduate students pursue further studies to increase their employability and to open doors to new opportunities.

4.3 Sources of Information

The study aimed to know where students obtained the information about a master degree in English Education program at two selected universities in Jambi. Therefore, the researcher put several statements of where the students getting the information of the program in the research instrument. The study showed several findings of where the students getting the information such as family a to be the highest rank with the mean score 4.03 followed by university websites with the mean score 3.39. The following table 4.7 will explain further about the findings of how the respondents obtained the information about the study program. Out of 41 items of the instrument, 10 items focused on the source of information. As stated below:

Table 4. 7 Descriptive Statistics for The Source of Information

Statement	Mean	Std. Deviation	Level	Rank
Family	4.03	1.106	High	1
University websites	3.49	1.165	High	2
Campus visit	3.41	1.307	High	3
Friends	3.35	1.267	High	4
Educational seminars/fairs	3.28	1.268	High	5
Magazines and journals	3.21	1.288	High	6
Posters in Public places (Avenues)	3.16	1.128	Medium	7
Advertisements on TV	2.81	1.225	Medium	8
Advertisements on the Radio	2.43	1.097	Low	9
Posters on public transport	2.66	1.205	Low	10

The result of the analysis is reported in table 4.7. It is obvious that the participants of the research obtained the study program through some source of information. It is confirmed that "*Family*" to be the highest rank and the most important source of information with 4.03. mean score and it is indicated as a high level followed by "*The university websites*" as the second highest rank in a high level with 3.49 mean score, and the third highest source of information in obtaining the study program is "*Campus visit*" and also it is indicated as a high level and received 3.41 mean score. On the contrary, the finding of the study reported that "*Posters on public transports*" to be the lowest rank in with 2.66 mean score, the second lowest rank was "*Advertisements on the radio*" with the value of the mean score was 2.43, and the third lowest rank was "*Advertisements on TV*" with 2.81 mean score.

The study has found that family advice plays an important role as the source of information of where the students obtained the information about the study program. As we live in the world where internet is a need for everyone, it seems

that the students used the internet to access the university websites in order to get

the information about the study program, as everyone can have information about

the study program, curriculum, location, etc. in the university websites. The study

was also found that by participants of the study did campus visit in order to know

about the study program.

4.4 The Intrinsic Motivational Factors

Discovering the intrinsic motivation of graduate students in pursuing a master degree in English education at two selected universities in Jambi was one of the aims of the study. Hence, the researcher put statements regarding to intrinsic motives in the research instrument. There were 11 items discussed about intrinsic motivation in total. The study showed several findings regarding to intrinsic motivation for respondents in pursuing their major in a master degree level. The following table 4.8 shows the finding of the research:

Table 4. 8 Descriptive Statistic of Intrinsic Motivation

Statement	Mean	Std. Deviation	Level	Rank
Improving my knowledge and skill	4.43	.816	Very High	1
I select master degree in English Education because of opportunities for ongoing professional development	4.19	.868	High	2
I pursue Master degree in English Education because of probability of working in field after graduation	4.12	.907	High	3
Personal Satisfaction was my appeal to pursue a Master degree in English Education	4.06	.991	High	4
I pursue Master degree in English Education because of my performance in previous program/study	4.00	.993	High	5
I specify my choice of Master degree in English Education because of occupational growth forecast	3.91	.876	High	6
I pursue Master degree in English Education because of prestige of profession	3.88	1.113	High	7
Job security of related occupations was my appeal to go for Master degree in English Education	3.87	1.064	High	8
Probability of graduating with honors in major was my appeal to pursue Master of English Education	3.87	.879	High	9
I pursue a Master degree in English Education because of flexibility of work schedule.	3.85	1.026	High	10
Improving social status was my appeal to pursue Master degree in English Education.	3.66	.971	High	11

Based on the analysis of the mean score in table 4.8 it is obvious that the

intrinsic motivational factors of graduate students were high as the study shows that the level of the mean score were high and mainly for "*Improving my knowledge and skill*" item obtained a very high level and it is indicated to be in the highest rank with the value of mean score 4.43 followed by "*I select master degree in English Education because of opportunities for ongoing professional development*" to be the second highest mean score 4.19, and the third highest rank selected by the participants in understanding graduate students' intrinsic motivation in pursuing a master degree in English education was "*I pursue Master degree in English Education because of probability of working in field after graduation*" as the statement received the third highest mean score 4.12.

In contrast, the finding of the research showed that "*Improving social status was my appeal to pursue Master degree in English Education*" obtained the lowest rank in participants' intrinsic motivation in pursuing a master degree in English education with the mean score 3.66. The second lowest rank based on the output generated by SPSS (Statistical Package for the Social Science) it can be seen that "*I pursue a Master degree in English Education because of flexibility of work schedule*" with the mean score 3.85. The third lowest statement was "*Probability of graduating with honors in major was my appeal to pursue Master of English Education*" obtaining the third lowest mean score of 3.87.

Students' intrinsic motivation were high in improving their knowledge and skill, professional development, and the probability of working in the field after graduation. By enhancing their knowledge base and improving their skills can broaden their perspectives, increase their intellectual capacity, and open doors to

various opportunities. Moreover, the rapidly developing job market demands continuous learning and upskilling. Professional development is seen as a pathway to success and fulfillment. By pursuing a master degree program in English education, it can improve themselves professionally, they can increase their chances of securing rewarding and fulfilling careers. Moreover, the probability of working after graduation is a strong motivating factor. Students often have aspirations and goals they wish to achieve, and obtaining gainful employment is an essential step towards realizing those ambitions.

4.5 The Extrinsic Motivational Factors

Knowing the extrinsic motivation of graduate students in pursuing a master degree in English education at two selected universities in Jambi was one of the aims of the study. Therefore, the researcher included the statement of extrinsic motivation in the research instrument. Out of 41 items of the instrument of the research, 13 items focused on extrinsic motivation. The following table 4.9 shows the finding of the research regarding extrinsic motivation:

Table 4.9 Descriptive Statistic of Extrinsic Motivation

Statement	Mean	Std. Deviation	Level	Rank
Career opportunities was my appeal to pursue a Master degree in English Education	4.24	.964	Very High	1
I pursue a Master degree in English Education because I want to obtain teaching qualifications	4.09	.958	High	2
By pursuing a Master degree in English Education, I would have an opportunity to work internationally.	3.97	.962	High	3
Competing in the job field was my appeal to pursue a Master degree in English Education	3.91	1.033	High	4
I pursue a Master degree in English Education because I want to enhance promotional opportunities	3.78	1.144	High	5
Program duration was my appeal to pursue master of English education	3.62	1.051	High	6
My parents encouraged me to pursue Master degree in English Education	3.59	1.307	High	7
Long-salary prospect was my appeal to pursue a Master degree in English education.	3.35	1.243	High	8
Institution reputation was my appeal to pursue a Master degree in English Education.	3.35	1.103	High	9
Tuition fee was my appeal to select Master degree in English Education	3.32	1.152	High	10
The attractiveness of location was my appeal to select Master degree in English Education.	3.32	1.190	High	11
Faculty reputation was my appeal to pursue a master degree in English Education.	3.31	1.136	High	12
Alumni profile was my appeal to pursue a Master degree in English Education.	2.87	1.171	Medium	13

The output of the analysis shows that the participants' extrinsic motivational factors in pursuing a master degree in English were high, therefore one of the statements obtained the highest rank and it is indicated as a very high level and the

mean score was 4.24 and only one statement that is indicated as a medium level and obtaining the lowest rank with 2.87 mean score.

As we can see in the table above, "*Career opportunities was my appeal to pursue a Master degree in English Education*" to be the most important influential factor to pursue a master degree in English education, as it obtained the highest rank in extrinsic motivation statement regarding to participants' extrinsic motivation in pursuing a master degree in English education with the highest mean score 4.24 followed by "*I pursue a Master degree in English Education because I want to obtain teaching qualifications*" to be the second highest rank in extrinsic motivation for the graduate student in pursuing a study program as it obtained the second highest mean score 4.09. The third highest rank that was selected by the participants of the study was "*By pursuing a Master degree in English Education, I would have an opportunity to work internationally*" and the mean score was 3.97.

Conversely, the outcome of study shows that the lowest rank regarding to extrinsic motivation in pursuing a master degree in English education was "*Alumni profile was my appeal to pursue a Master degree in English Education*" and the mean score was 2.87 followed by "*Faculty reputation was my appeal to pursue a master degree in English Education*" as the second lowest rank with the mean score value 3.31 and the third lowest rank for extrinsic motivation that influenced students in pursuing a master degree in English education was "*The attractiveness of location was my appeal to select Master degree in English Education*" with 3.32 mean score.

Students exhibited strong motivation when it comes to career opportunities, obtaining teaching qualifications, and the probability of working internationally. Firstly, career opportunities serve as a powerful motivator for student. Students are driven to acquire the necessary skills, knowledge, and experiences that will enhance their employability and increase their chances of accessing a wide range of career options. Secondly, the desire to obtain teaching qualifications reflected a strong motivation among students interested in pursuing a study program. Lastly, the probability of working internationally generates a significant drive among students. By working internationally, it can provide unique professional experiences, facilitate personal growth, and broaden their understanding of diverse cultures and perspectives. In conclusion, career opportunities, obtaining teaching qualifications, and working internationally can reflect students' ambition to achieve personal and professional success while making a meaningful impact in their chosen fields.

4.6 Students' Intrinsic Motivation Level Based on The Demographic Background (Gender, Age, Occupation, and Previous Major)

Discovering students' intrinsic motivation level based on the demographic background in pursuing a master degree in English education was one of the purposes of the research. The level of intrinsic motivation can vary based on an individual's demographic background. The demographic background used in this research consisted of academic year, university, gender, age, occupation, and previous major. To discover the intrinsic motive level based on the demographic background, this research compared the mean score by applying an Independent Sample T-Test and One-Way ANOVA analysis.

Understanding the factors that influence students' intrinsic motivation is essential for creating effective educational environments that promote engagement and academic success. While intrinsic motivation varies among individuals, exploring its relationship with demographic background factors such as gender, age, occupation, and previous major can provide valuable insights into the motivational dynamics within student populations.

The table 4.10 below shows the level of motivation based on gender, age, occupation, and previous major;

Table 4. 10 Students' Intrinsic Motivation Level Based on Demographic Background

	Demographic background	**Group Categories**	**N**	**Mean**	**Level**
1	Gender	Male	15	4.18	High
2		Female	53	3.92	High
3		More than 45 years old	1	4.18	High
4	Age	From 25-35 years old	39	4.04	High
5		Less than 25 years old	23	3.90	High
6		From 35-45 years old	5	3.76	High
7	Occupation	Other Occupation (Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servan, Police, Employee, and Secretary)	9	4.28	Very High
8		Teacher	23	4.11	High
9		Students	36	3.82	High
10	Previous Major	*Sastra Inggris* (English Literature)	9	4.13	High
11		*Pendidikan Bahasa Inggris* (English Education Department)	59	3.95	High

Based on the table above, students' motivation levels are high based on demographic background (gender, age, occupation, and previous major). Among the demographic background, students' motivation based on occupation, other occupation category to be the highest level of students used in pursuing a master degree in English education followed by gender and age.

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4.6.1 Students' Intrinsic Motivation Level Based on The Gender

Table 4. 11 Intrinsic Motivation Based on The Gender

Gender	N	Mean	Std. Deviation	Level	Rank
Male	15	4.18	7.737	High	1
Female	53	3.92	7.778	High	2

Based on the information stated in statistical descriptive above, we can take a conclusion that both male and female achieved a high level in the term of intrinsic motivation used in pursuing a master degree program. Therefore, Male ranked first with a greater mean score comparing to female with the value of mean score 4.18 and the value obtained by female was 3.92.

Table 4. 12 The output of an Independent Sample T-Test

Total_Intrinsic Motivation	Levene's Test for Equality of Variances		T-Test for equality of Means			
	F	Sig.	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.249	.619	66	.217	2.830	2.539
Equal variances not assumed			22.655	.224	2.830	2.660

As formulated in the findings of an Independent Sample T-test above, we can conclude that there were no significant differences among male and female students in the term of intrinsic motivation used when selecting a study program. As we can it is clearly stated that the value of sig. (2-tailed) was greater than 0.05 (0.27>0.05).

4.6.2 Students' Intrinsic Motivation Level Based on Age

Table 4. 13 Intrinsic Motivation Based on Age

Age	N	Mean	Std. Deviation	Level	Rank
More than 45 years old	1	4.18	-	High	1
From 25-35 years old	39	4.04	7.930	High	2
Less than 25 years old	23	3.90	8.350	High	3
From 35-45 years old	5	3.76	4.615	High	4
Total	68	3.98	7.801	High	

After conducting a descriptive analysis of the intrinsic motivation level across age, it is clear that "*More than 45 years old*" age group had the highest mean score, indicating a high level with a mean score of 4.18. Subsequently, the second-highest rank was achieved by students "*From 25-35 years old*" with 4.04 mean score. The third rank was occupied by "*Less than 25 years old*" students with 3.90. Therefore, the lowest rank was obtained by "From 35-45 years old" with a mean score of 3.76.

Table 4. 14 The output of ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
ANOVA					
Total _Intrinsic Motivation					
Between Groups	68.174	3	22.725	.363	.780
Within Groups	4008.944	64	62.640		
Total	4077.118	67			

The findings from the One-Way ANOVA analysis revealed that there is no statistically significant distinction among students regarding intrinsic motivation based on age. This conclusion is substantiated by the observation that the obtained significance value (2-tailed) of 0.78 is greater than the predetermined significance level of 0.05.

4.6.3 Students' Intrinsic Motivation Level Based on The Occupation

Table 4. 15 Intrinsic Motivation Based on The Occupation

	Occupation	N	Mean	Std. Deviation	Level	Rank
1	Other Occupation (Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servan, Police, Employee, and Secretary)	9	4.28	7.184	Very High	1
2	Teacher	23	4.11	7.375	High	2
3	Students	36	3.82	7.941	High	3
	Total	68	3.98	7.801	High	

Based on the mean scores presented in the table above, it is clear that students' motivation levels regarding the intrinsic motivation used when pursuing study program differed based on their occupations. The occupation category of "*Other occupations (such as Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servant, Police, Employee, and Secretary)*" ranked first, indicating a very high level of motivation with a mean score of 4.28. The second rank was achieved by individuals identified as "*Teacher*" representing a high level of motivation with a mean score of 4.11. Lastly, individuals identified as "*Student*" obtained the lowest mean score of 3.12.

Table 4. 16 The output of ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
ANOVA					
Total _Intrinsic Motivation					
Between Groups	260.822	2	130.411	2.221	.117
Within Groups	3816.296	65	58.712		
Total	4077.118	67			

The outcomes derived from the One-Way ANOVA analysis revealed that there were no statistically significant variances among students in terms of intrinsic motivation based on their occupations. This conclusion is supported by the fact that

the obtained sig. (2-tailed) value of 0.11 exceeding the predetermined significance level of 0.05.

4.6.4 Students' Intrinsic Motivation Based on The Previous Major

Table 4. 17 Intrinsic Motivation Based on The Previous Major

Previous Major	N	Mean	Std. Deviation	Level	Rank
Sastra Inggris (English Literature)	9	4.13	6.287	High	1
Pendidikan Bahasa Inggris (English Education Department)	59	3.95	8.022	High	2

Considering the details presented in the statistical description provided in the table above, we can say that both students' previous majors *Pendidikan Bahasa Inggris* (English Education Department) and *Sastra Inggris* (English Literature) demonstrated a high level of intrinsic motivation when pursuing a master degree program. As stated above, *Sastra Inggris* (English Literature) attained the top rank with a higher mean score of 4.13 compared to *Pendidikan Bahasa Inggris* (English Education Department) achieved a mean score of 3.95.

Table 4. 18 The output of an Independent Sample T-Test

Total_Intrinsic Motivation	Levene's Test for Equality of Variances		T-Test for equality of Means			
	F	Sig.	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.659	.420	66	.500	-1.902	2.803
Equal variances not assumed			12.362	.432	-1.902	2.342

According to the table above, the results revealed no significant distinctions in students' intrinsic motivation for pursuing a master degree in English education between students' previous majors, *Pendidikan Bahasa Inggris* (English Education

Department) and *Sastra Inggris* (English Literature). It is clear that the conclusion is supported by the fact that the sig. (2-tailed) value of 0.50 exceeds the significance level of 0.05.

4.7 Students' Extrinsic Motivation Level Based on The Demographic Background (Gender, Age, Occupation, and Previous Major)

To examine the extrinsic motivation factors of students based on the demographic background, the researcher applied the same tool to analyze the intrinsic motivation by employing statistical methods such as Independent Sample T-Test and One-Way ANOVA analysis to compare the average scores.

Extrinsic motivation refers to the drive to engage in an activity for external rewards or incentives, such as grades, recognition, or financial gain. While intrinsic motivation stems from internal factors, understanding the relationship between demographic background factors and students' extrinsic motivation can provide insights into how external factors influence their engagement and performance in educational settings. Table 4.19 below explains further about students' extrinsic motivation level;

Table 4. 19 Extrinsic Motivation Level Based on The Demographic Background

	Demographic background	Group Categories	N	Mean	Level
1	Gender	Male	15	3.90	High
2		Female	53	3.50	High
3		More than 45 years old	1	3.62	High
4	Age	From 25-35 years old	39	3.61	High
5		Less than 25 years old	23	3.55	High
6		From 35-45 years old	5	3.52	High
7	Occupation	Other Occupation (Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servan, Police, Employee, and Secretary)	9	3.75	Very High
8		Teacher	23	3.73	High
9		Students	36	3.46	High
10	Previous Major	*Sastra Inggris* (English Literature)	9	3.95	High
11		*Pendidikan Bahasa Inggris* (English Education Department)	59	3.53	High

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The table 4.19 above shows that students are highly motivated in pursuing a master degree in English education based on the demographic background (gender, age, occupation, and previous major). As we can see in the table 4.19, the level of students' motivation in pursuing a master degree in English education is high based on previous major, followed by gender, occupation, and age.

4.7.1 Students' Extrinsic Motivation Level Based on Gender

Table 4. 20 Extrinsic Motivation Based on Gender

Gender	N	Mean	Std. Deviation	Level	Rank
Male	15	3.90	8.882	High	1
Female	53	3.50	10.032	High	2

Based on the table 4.26 above, we can see that male and female reached a high level in term of extrinsic motivation used when pursuing a master degree in English education. Thus, based on the mean score, male students achieved a greater value compared to female with 3.90 mean score, meanwhile female obtained 3.50 mean score.

Table 4. 21 The output of an Independent Sample T-Test

Total_Extrinsic Motivation	Levene's Test for Equality of Variances		T-Test for equality of Means			
	F	Sig.	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.131	.718	66	.072	5.234	2.866
Equal variances not assumed			25.055	.062	5.234	2.675

Based on the analysis of the Independent Sample T-test above, it can be stated that there were no significant differences among male and female students in term of extrinsic motivation in selecting a master degree in English education program. As it is clearly stated that the sig. (2-tailed) value is greater than 0.05

(0.07>0.05).

4.7.2 Students' Extrinsic Motivation Based on Age

Table 4. 22 Extrinsic Motivation Based on Age

Age	N	Mean	Std. Deviation	Level	Rank
From 25-35 years old	39	3.62	10.175	High	1
More than 45 years old	1	3.61	-	High	2
Less than 25 years old	23	3.55	10.045	High	3
From 35-45 years old	5	3.52	11.032	High	4
Total	68	3.59	9.968	High	

Following a descriptive analysis of the extrinsic motivation level across different age groups, it is stated that students " From 25-35 years old" exhibited the highest mean score, indicating a significant level of motivation with an average score of 4.62. Subsequently, students within the " More than 45 years old"" group achieved the second-highest position, receiving a mean score of 3.61. The third rank was occupied by students classified as "Less than 25 years old" with a mean score of 3.55. As a result, individuals falling within the "From 35-45 years old" category obtained the lowest rank, scoring a mean of 3.52.

Table 4. 23 The output of ANOVA

ANOVA					
Total _Extrinsic Motivation					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16.619	3	5.540	.053	.984
Within Groups	6641.072	64	103.767		
Total	6657.691	67			

The results of the One-Way ANOVA analysis indicated that there is no statistically significant difference among students in terms of extrinsic motivation based on age. This conclusion is supported by the observation that the obtained

significance value (2-tailed) of 0.98 is higher than the predetermined significance level of 0.05.

4.7.3 Students' Extrinsic Motivation Level Based on The Occupation

Table 4. 24 Extrinsic Motivation Based on The Occupation

	Age	N	Mean	Std. Deviation	Level	Rank
1	Other Occupatios (Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servan, Police, Employee, and Secretary)	9	3.75	9.094	High	1
2	Teacher	23	3.73	9.159	High	2
3	Students	36	3.46	10.598	High	3
	Total	68	3.59	9.968	High	

The provided table indicated that students' motivation levels regarding extrinsic motivation when pursuing a study program varied depending on their occupations. The category of "Other occupations" (including Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servant, Police, Employee, and Secretary) achieved the first rank, indicating a significantly high level of motivation with a mean score of 3.75. Following by individuals identified as "Teacher" achieved the second rank, demonstrating a high level of motivation with a mean score of 3.73. Lastly, individuals identified as "Student" obtained the lowest mean score of 3.46.

Table 4. 25 The output of ANOVA

ANOVA					
Total _Extrinsic Motivation					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	219.511	2	109.756	1.108	.336
Within Groups	6438.180	65	99.049		
Total	6657.691	67			

The results obtained from the One-Way ANOVA analysis indicated that there were no statistically significant differences among students in terms of extrinsic motivation based on their occupations. This conclusion is supported by

the fact that the obtained sig. (2-tailed) of 0.33 exceeding the predetermined significance level of 0.05.

4.7.4 Extrinsic Motivation Based on Previous Major

Table 4. 26 Extrinsic Motivation Based on Previous Major

Previous Major	N	Mean	Std. Deviation	Level	Rank
Sastra Inggris (English Literature)	9	3.95	7.764	High	1
Pendidikan Bahasa Inggris (English Education Department	59	3.53	10.123	High	2

Examining the presented table, it is clear that both previous majors, *Pendidikan Bahasa Inggris* (English Education Department) and *Sastra Inggris* (English Literature) attained a high level of extrinsic motivation in their pursuit of a master degree in English education. Consequently, when considering the mean scores, *Sastra Inggris* (English Literature) achieved a higher value compared to *Pendidikan Bahasa Inggris* (English Education Department) with a mean score of 3.95, while *Pendidikan Bahasa Inggris* (English Education Department) obtained a mean score of 3.53.

Table 4. 27 The output of an Independent Sample T-Test

Total_Extrinsic Motivation	Levene's Test for Equality of Variances		T-Test for equality of Means			
	F	Sig.	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.524	.472	66	.128	-5.444	3.531
Equal variances not assumed			12.571	.084	-5.444	2.904

Based on the provided table 4.33, the findings indicated that there were no significant differences in students' extrinsic motivation when pursuing a master

degree in English education based on their previous majors, whether it is *Pendidikan Bahasa Inggris* (English Education Department) or *Sastra Inggris* (English Literature). This conclusion is formulated by the fact that the sig. (2-tailed) value of 0.12 was greater than the significance level of 0.05.

4.8 Discussions

In this study, we investigated the motivations used by students in pursuing a master degree in English education. The study also investigated the source of information of where the students obtaining the information about the study program. The study has done in Jambi, at two selected universities that provide a master degree in English education program.

4.8.1 The Source of Information

When exploring study programs, students have access to a wide range of information sources that aid in their decision-making process. One of the primary sources is the university's official website, which offers comprehensive details about the program's structure, courses, faculty members, and admission requirements. Additionally, students can rely on online resources such as educational portals, reputable websites, and forums dedicated to higher education. Social media platforms play a significant role as well, where students can connect with current students, alumni, and university officials to gather firsthand experiences and insights. Furthermore, students often seek guidance from their school counselors, teachers, or mentors who can offer personalized advice based on their knowledge and experience.

There are many possible sources of information a student can obtain, in fact,

the results of this study showed that the participants of the research gained the source of information from their family. We can see that family plays crucial role in giving source of information about the study program. As mentioned before, that family achieved (4.03) mean score, followed by the university websites (3.49) and campus visit (3.42) as the second the third source of information of the study program where the participants knew about the program. The result of this current study supports previous studies regarding to the sources of information acquired about the study program conducted by Mishra et al. (2017) which suggested that the source of information used by the participants regarding to study program were family (26.4%), seniors/grads (20.8%), and classmates (19.4%). Supported by AL-Mutairi & Saeid (2016) stated that program alumni, campus visit, and friends' suggestions were the sources of information used by the participant in selecting the study program.

4.8.2 Intrinsic Motivation

Students' intrinsic motivation plays an important role in their decision to pursue a master degree. Intrinsic motivation comes from an internal desire, passion, and curiosity to deepen one's knowledge and expertise in a particular field. Many students are driven by a genuine love for their subject matter and a hunger for intellectual growth. As stated by Brown (2000) Mahadi & Jafari (2012) and Babaae (2012) that intrinsic motivation is an individual interest that comes from internal desire. The pursuit of a master degree provides an opportunity for students to develop their chosen field. They are driven by a genuine thirst for knowledge and

a desire to make meaningful contributions to their discipline. Moreover, students are motivated by the sense of personal fulfillment and achievement that comes from mastering a subject and attaining a higher level of expertise. They see the pursuit of a master degree as a means of self-development, personal growth, and self-actualization.

Based on the output of this current study, graduate students were intrinsically motivated in pursuing a master degree in English education to improve their knowledge and skills (4.43) and also the students believed that by pursuing a master degree in English education, students will be able gain opportunities for ongoing a professional development (4.14) and they hoped that they will have probability of working in the field after graduation (4.12). These findings are in line with prior study conducted by Malgwi et al. (2005) stated that interest in the subject, pay in the profession and career and job opportunities are the key factors that influence a student's choice of a major. The results of the study also support the previous study conducted by (Crampton et al., 2006) stated that participants of the research believed that the most important reason to select a study major was to satisfy their personal concern and improve their knowledge and skills.

4.8.3 Extrinsic Motivation

Extrinsic motivation also plays a significant role in students' decision to pursue a master degree. Extrinsic motivation refers to external factors that drive individuals to achieve certain goals or rewards. In line, Harmer (2001) stated that extrinsic motivation is resulted from someone's external factors supported by the statement by Dörnyei (2001) that extrinsic motivation is related to do an action in

order to receive an extrinsic reward. One of the primary extrinsic motivation for students pursuing a master degree is the potential for enhanced career prospects. Students recognize that a master degree can open doors to higher-level positions, increased earning potential, and greater job opportunities. Additionally, external recognition and prestige associated with holding a master degree can be a strong motivation. Students may be driven by the desire for social status, respect, and validation from their peers, family, or society.

Furthermore, the result of the study shows that by pursuing a master degree in English education at two selected universities in Jambi, the participants of the research believed that they will have career opportunities (Career opportunities was my appeal to pursue a master degree in English education) achieved (4.24) mean score, it shows that the specialized knowledge, advanced skills, and expertise acquired through a master's program can provide a competitive advantage in the job market. The second reason why graduate students pursuing a master degree in English education was they hoped that by pursuing a master degree, they will gain teaching qualification (I pursue a master degree in English education because I want to obtain teaching qualification) obtained (4.09) and the third reason why participants of the research pursuing a master degree that they believed that they will have an opportunity to work internationally (By pursuing a master degree in English education, I would have an opportunity to work internationally) achieved (3.39). The results of the study were in line with previous related studies conducted by Ho et al. (2018) stated that job security, stable working environment, library environment/ atmosphere, career advancement, desire for a career change were

factors affecting participants' major decision-making. Thus, Alanezi et al. (2016) stated that family advice and job opportunities/prospects are the most significant factors that influence students in major selection.

4.8.4 Students' Motivation Level Based on Gender

The study was designed to identify the levels of motivation used by students based on their demographic background (Academic year, university, gender, age, occupation, and previous major). Examining the motivation levels of students based on gender can help us understand potential contributing factors to these disparities. By understanding how motivation level between genders, educators and policymakers can develop targeted interventions to promote equitable educational experiences and outcomes. Regarding to motivation and genders, a prior study conducted by Meece et al. (2006) stated that male students were reported have stronger ability and interest in mathematics and science, whereas girls have more confidence and interest in language, arts, and writing. Similarly, Kissau (2006) stated that in learning a language (French class) male students were less motivated to learn French than their female counterparts. Both of previous findings show that female students were highly motivated in learning a language compared to male students. On the contrary, this current study found out that, based on gender, male students were reported to have a higher motivation in learning English in a master degree level based on the mean score gained both in intrinsic motivation and extrinsic motivation. The frequency of male participant is 15 (22.1%) indicated lower compared to female participants 53 (77.9). The mean score for male student in intrinsic motivation was (4.18) and female student achieved (3.92) mean score,

meanwhile in extrinsic motivation, male students achieved (3.90) mean score and female student obtained (3.50). The finding of this current study supports the finding of prior studies by Akib et al. (2018) stated that there is no difference in students' motivation in gender-based in EFL classroom, and male student gained the highest scores in performance goal and achievement goal in factors of motivation. In line, another study also supported the same finding, that students were highly motivated toward learning a language, this study discussed about students' motivation in learning Spanish and the study showed that there were no significant differences were found between integrative and instrumental motivations and gender. (Khong et al., 2017).

4.8.5 Students' Motivation Level Based on Age

Understanding students' motivation levels based on age is important. Each age group faces unique challenges and developmental milestones. Understanding students' motivation levels helps educators provide appropriate support and guidance. For example, younger students may require more guidance and encouragement, while older students may need mentorship or opportunities for leadership. By recognizing students' motivation levels, educators can offer the necessary support to foster their motivation and personal growth.

Understanding students' motivation at each age can help educators or parents design appropriate learning experiences, provide the right support, and maximize students' learning potential. By understanding students' motivation levels based on age, it can help in designing learning experiences that cater to developmental needs, identifying students' interests and talents, and designing

effective teaching strategies and we can create a supportive and engaging learning environment that promotes students' overall growth and success.

Based on the finding of the research, regarding to students' motivation levels based on age, it was found that there is no significant different in students' motivation level between age groups, all the age group were highly motivated in pursuing a master degree in English education. In spite the fact that all the age group has a high level of motivation in pursuing a master degree in English education, the finding shows that students "from 25-35 years old" age group with 57.4% of the population obtained the second highest level in intrinsic motivation, with 4.04 mean score and obtained the highest level of motivation in extrinsic motivation with the mean score of 3.62. The finding of this research is in line with Garliah & Nasution (2005) stated that Motivation for individual achievement changes according to the age of the individual and can already be observed from the age of five. Motivation achievement is at a high level between the ages of 20 and 30. The need for achievement tends to decrease during middle age, when most individuals have reached the peak of their careers.

4.8.6 Students' Motivation Level Based on Occupation

Students' motivation levels play a crucial role in their personal fulfillment and job satisfaction. When individuals are engaged and motivated in their work, they are more likely to experience a sense of purpose, accomplishment, and satisfaction. Understanding students' motivation levels based on occupation enables educators to help students find work that aligns with their values, interests, and long-term goals, leading to a greater sense of fulfillment in their careers. Different

occupations require specific skill sets, interests, and motivations. Understanding students' motivation levels based on occupation helps educators guide students towards career paths that align with their strengths and interests. It allows for career exploration and helps students make informed decisions about their future.

Based on the finding of the research, it was found that there is no significant difference in students motivation level based on occupation. There are three groups of occupations discussed in this research, based on the frequency of the population, "*Student*" reached the highest frequency with 52.9%, followed by "*Teacher*" 33.8% and "*Other occupation*" with 13.3%. Meanwhile, the study shows that students who occupied as "other occupation" reached the highest mean score both in intrinsic motivation (4.28) and extrinsic motivation (3.75) compared to other two occupations, student and teacher. Followed by students who are teachers by occupation, with 4.11 of mean score in intrinsic motivation, and 3.73 in extrinsic motivation. Other occupation discussed in this research including freelancer, teacher assistant, PNS Pemprov. Jambi, civil servant, police, employee, and secretary). Based on the study, we can state that participants who already have a job were more motivated in pursuing a master degree in English education compared to those who are students by occupation. By pursuing a master degree, someone can develop or enhance their career path motivation to acquire the necessary professional qualifications for career progression enables individuals to stay relevant and competitive in the business field. By pursuing a master degree someone have an opportunity to enhance long-term earnings and achieve financial stability. In line with Marks & Edgington (2006) stated that "these individuals hope

that a graduate education will provide the opportunity for more challenging and interesting work in the future" supported by previous theory by Schinasi (2004) inferred that improvement of income potential and financial stability is another important factor in graduate education.

4.8.7 Students' Motivation Level Based on Previous Major

Students' motivation is closely linked to their personal interest and perceived relevance of the subject matter. By understanding their motivation levels based on their previous major, educators can tailor their teaching approaches to make the content more relatable and meaningful. This can enhance students' engagement, enthusiasm, and willingness to learn. Transitioning to a new major can present challenges for students, particularly if the new subject area differs significantly from their previous major. Understanding students' motivation levels based on their previous major enables educators to identify potential challenges or knowledge gaps they may encounter during the transition.

Based on the finding of the research, there is no significant difference among students' previous major toward students' motivation level in pursuing a master degree in English education. Both students with previous major groups were highly motivated in intrinsic and extrinsic motivation. Students who majored "*Sastra Inggris* (English Literature/Linguistic)" with 13.2% of the population, gained a higher mean score in both intrinsic and extrinsic motivation compared to those majoring "*Pendidikan Bahasa Inggris* (English Education Department)" with 86.8% of the population. The mean score obtained for "*Sastra Inggris* (English Literature/Linguistic)" is 4.13 in intrinsic motivation and it gained 3.95 mean score

in extrinsic motivation. Meanwhile, "*Pendidikan Bahasa Inggris* (English Education Department)" obtained 3.95 of mean score in intrinsic and obtained 3.53 in extrinsic motivation.

According to Teowkul et al. (2009) stated that master degree students expect to gain more compensation, to easily change jobs, and to smoothly transition into new careers. In line, the study shows that the participants came from different background of the study. For students who studied "*Sastra Inggris* (English literature/linguistic) in their previous major and switched their major to English educational field in master degree it can be challenging to switch major and learn something completely new, but interestingly, this group of students who studied different major in the previous study were more motivated compared to students who studied "*Pendidikan Bahasa Inggris* (English education)".

As a final point, the study found out that there are no significant differences in students' motivation based on the demographic backgrounds (gender, age, occupation, and previous major. Further explanation can be seen in the table below:

Table 4. 28 Motivation based on demographic Background

	Motivation based on demographic Background	ANOVA (Sig)	An Independent Sample T-Test Sig. (2-tailed)
1	Students' intrinsic Motivation Based on The Gender		.217
2	Students' intrinsic motivation Based on Age	.780	
3	Students' intrinsic motivation Based on The Occupation	.117	
4	Students' intrinsic motivation based on the previous major	.500	
5	Students' extrinsic motivation based on the gender		.072
6	Students' extrinsic motivation based on age	.984	
7	Students' extrinsic motivation based on the occupation	.336	
8	Students' extrinsic motivation based on previous major	.128	

Upon examining the outcomes regarding students' motivation categorized by their demographic characteristics in the aforementioned table, it can be inferred that there are no significant differences observed among students' demographic backgrounds (gender, age, occupation, and previous major). This conclusion is supported by the fact that the sig./sig. (2-tailed) values indicated in the table are greater than 0.05. ***Therefore, the research's null hypothesis (H_0) was accepted and alternative hypothesis (Ha) was rejected.***

CHAPTER V

5.1 Conclusions

In conclusion, this research study aimed to discover the motivations used by the students in pursuing a master degree program at two selected universities in Jambi, the study also aimed to examine the main sources of information for students in obtaining the information about the study program. Through a comprehensive analysis survey data of participants, several key findings emerged in this research.

Firstly, the sources of information students used to obtain about the study program are family, university websites, and campus visit, and it supports the prior studies which inferred that family and campus visit are the sources of information used by students to get information about the study program (Mishra et al., 2017; AL-Mutairi & Saeid, 2016).

Secondly, about the intrinsic motivation, students tend to improve their knowledge and skills, gaining opportunities for ongoing a professional development. Correspondingly, previous studies (Malgwi et al., 2005; Crampton et al., 2006) suggested interest in subject matters, professional development and improving their knowledge and skills are the motivation used by students in order to select a study program.

Furthermore, the research shows that extrinsic motivations used by the students when selecting the study program are gaining better career opportunities, obtaining teaching qualifications, and opportunities to work internationally. Likewise, previous studies asserted that students selected a study program for some reason, they are; career advancement, family advice, and job opportunities (Alanezi

et al., 2016; Ho et al., 2018).

The endmost finding shows that there is no significant difference in students' motivation level between their demographic background (gender, age, occupation, and previous major).

5.2 Suggestions

I would recommend the following suggestions to the next researcher. Firstly, consider conducting qualitative interviews or focus groups to gain in-depth insights into students' decision-making processes. By engaging directly with students, you can explore the personal narratives, experiences, and values that influence their motivation and choices.

Secondly, employ quantitative surveys to collect data on a larger scale. Develop a comprehensive survey instrument that assesses various factors such as career aspirations, interests, perceived values, and external influences to gather a broad understanding of the motivational drivers behind study program selection.

Thirdly, adopt a comparative approach to analyze motivation across different study programs or academic disciplines. This comparative analysis can help identify any distinct patterns or differences in motivational factors, shedding light on how program-specific characteristics may influence students' motivation and decision-making processes.

Lastly, consider exploring the role of information sources and guidance in the decision-making process. Investigate how students gather information about study programs, the impact of career guidance services, and the influence of peers, family, or mentors on their motivation to select a specific program. By

incorporating these suggestions, the next researcher can contribute to a comprehensive understanding of the motivational aspects involved in students' selection of study programs, providing valuable insights for educational institutions, policymakers, and students themselves.

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APPENDIX.I

RESEARCH INSTRUMENT

a) Demographic Background

Directions: Please read each statement carefully and write/tick your answer

1. Name (Optional)_____

2. Academic Year

    ☐ 2019

    ☐ 2020

    ☐ 2021

    ☐ 2022

3. University

    ☐ Universitas Jambi

    ☐ UIN STS Jambi

4. Gender

    ☐ Male

    ☐ Female

5. Age

    ☐ Less than 25 years old

    ☐ From 25-35 years old

    ☐ From 35-45 years old

    ☐ More than 45 years old

6. Occupation

    ☐ Students

    ☐ Teacher

    ☐ Others…

7. Previous Major

☐ Pendidikan Bahasa Inggris (English Education Department)

☐ Sastra Inggris (English Literature)

☐ Others…

Directions:

For each statement, please indicate your level of agreement from strongly agree to strongly disagree

Table 1. Rating scale and its interpretation

Rating	Interpretation
5	SA (strongly agree)
4	A (agree)
3	N (neither agree nor disagree)
2	D (disagree)
1	SD (strongly disagree)

b) Sources of Information

Table 2. **Source of Information**

	Statements	Rating Scale				
		SD	D	N	A	SA
1	Campus visit					
2	Friends					
3	University websites					
4	Educational seminars/ fairs					
5	Family					
6	Magazines and journals					
7	Posters in Public places (Avenues)					
8	Advertisements on TV					
9	Advertisements on the Radio					
10	Posters on public transports					

c) Intrinsic motivation

Table 2. Intrinsic Motivation Statement

	Statements	Rating Scale				
		SD	D	N	A	SA
1	Personal Satisfaction was my appeal to pursue a Master degree in English education					
2	Improving my knowledge and skill					
3	I pursue Master degree in English Education because of prestige of profession					
4	Job security of related occupations was my appeal to go for Master degree in English Education					
5	I specify my choice of Master degree in English Education because of occupational growth forecast					
6	I pursue Master degree in English Education because of probability of working in field after graduation					
7	I select Master degree in English Education because of opportunities for ongoing professional development					
8	I pursue Master degree in English Education because of my performance in previous program/study					
9	Probability of graduating with honors in major was my appeal to pursue Master of English Education					
10	I pursue Master degree in English Education because of a flexibility of work schedule					
11	Improving social status was my appeal to pursue Master degree in English Education					

d) Extrinsic Motivation

Table 3. Extrinsic Motivation Statement

	Statements	Rating Scale				
		SD	D	N	A	SA
1	My parents encouraged me to pursue Master degree in English Education					
2	Alumni profile was my appeal to pursue a Master degree in English education.					
3	Long-salary prospect was my appeal to pursue a master degree in English education					
4	I pursue a Master degree in English Education because I want to enhance promotional opportunities					
5	Career opportunities was my appeal to pursue a master degree in English Education					
6	Competing in the job field was my appeal to pursue a Master degree in English Education					
7	I pursue a Master degree in English Education because I want to obtain teaching qualifications.					
8	Program duration was my appeal to pursue Master degree in English Education					
9	Tuition fee was my appeal to select Master degree in English Education					
10	Faculty reputation was my appeal to pursue a Master degree in English Education					
11	Institution reputation was my appeal to pursue a master degree in English education					
12	The attractiveness of location was my appeal to select Master degree in English Education					
13	By pursuing a Master degree in English Education, I would have an opportunity to work internationally					

APPENDIX.II

REABILITY OUTPUT

APPENDIX.II 1REABILITY OUTPUT

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	34

Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	104.67	491.500	.472	.918
X1.2	104.89	506.861	.259	.921
X1.3	104.89	500.361	.319	.921
X1.4	105.11	500.861	.358	.920
X1.5	104.00	510.250	.278	.920
X1.6	105.22	496.444	.438	.919
X1.7	104.67	512.250	.161	.923
X1.8	105.33	535.250	-.204	.927
X1.9	105.78	534.944	-.264	.925
X1.10	105.22	519.694	.030	.925
X2.1	103.67	476.000	.838	.914
X2.2	103.44	504.528	.388	.919
X2.3	104.11	500.361	.400	.919
X2.4	104.00	474.500	.822	.914
X2.5	103.89	487.611	.646	.916
X2.6	103.33	504.500	.426	.919
X2.7	103.67	482.750	.779	.915
X2.8	103.89	493.361	.592	.917
X2.9	104.11	485.361	.843	.915
X2.10	104.22	479.694	.798	.914
X2.11	104.33	485.750	.695	.916
X3.1	104.00	535.000	-.184	.928
X3.2	105.00	518.750	.092	.922
X3.3	104.33	471.000	.844	.913
X3.4	104.22	473.444	.699	.915
X3.5	103.78	487.944	.554	.917
X3.6	104.22	472.444	.867	.913
X3.7	104.11	473.611	.781	.914
X3.8	104.89	474.611	.898	.913
X3.9	104.56	483.528	.724	.915
X3.10	104.89	480.611	.718	.915
X3.11	104.67	489.750	.581	.917
X3.12	104.44	499.278	.408	.919
X3.13	103.78	481.944	.770	.915

APPENDIX.III

DEMOGRAPHIC BACKGROUND

APPENDIX.III 1DEMOGRAPHIC BACKGROUND

Statistics							
		Academic Year	University	Gender	Age	Occupation	Previous Research
N	Valid	68	68	68	68	68	68
	Missing	0	0	0	0	0	0
Mean		2021.18	1.22	1.78	1.76	2.10	1.15
Median		2021.00	1.00	2.00	2.00	2.00	1.00
Std. Deviation		.690	.418	.418	.649	1.566	.396
Minimum		2019	1	1	1	1	1
Maximum		2022	2	2	4	9	3

University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Universitas Jambi	53	77.9	77.9	77.9
	UIN Sulthan Thaha Saifuddin Jambi	15	22.1	22.1	100.0
	Total	68	100.0	100.0	

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	22.1	22.1	22.1
	Female	53	77.9	77.9	100.0
	Total	68	100.0	100.0	

Age				
				Cumulative
	Frequency	Percent	Valid Percent	Percent
Valid Less than 25 years old	23	33.8	33.8	33.8
From 25-35 years old	39	57.4	57.4	91.2
From 35-45 years old	5	7.4	7.4	98.5
More than 45 years old	1	1.5	1.5	100.0
Total	68	100.0	100.0	

Occupation				
				Cumulative
	Frequency	Percent	Valid Percent	Percent
Valid Teacher	23	33.8	33.8	33.8
Students	36	52.9	52.9	86.8
Freelancer	3	4.4	4.4	91.2
Teacher Assistant	1	1.5	1.5	92.6
PNS Pemprov. Jambi	1	1.5	1.5	94.1
Pegawai Negeri Sipil	1	1.5	1.5	95.6
Police	1	1.5	1.5	97.1
Employyee	1	1.5	1.5	98.5
Sekretaris/Ajudan	1	1.5	1.5	100.0
Total	68	100.0	100.0	

Previous Major				
				Cumulative
	Frequency	Percent	Valid Percent	Percent
Valid Pendidikan Bahasa Inggris (English Education Department)	59	86.8	86.8	86.8
Sastra Inggris (English Literature)	8	11.8	11.8	98.5
Sastra Inggris (English Linguistics)	1	1.5	1.5	100.0
Total	68	100.0	100.0	

APPENDIX. IV

DESCRIPTIVE STATISTIC OF INFORMATION

APPENDIX.IV 1DESCRIPTIVE STATISTIC SOURCE OF INFORMATION

Descriptive Statistics			
	N	Mean	Std. Deviation
Campus visit	68	3.41	1.307
Friends' suggestions	68	3.35	1.267
University websites	68	3.49	1.165
Educational seminars/fairs	68	3.28	1.268
Family advice	68	4.03	1.106
Magazines and journals	68	3.21	1.288
Posters in Public places (Avenues)	68	3.16	1.128
Advertisements on TV	68	2.81	1.225
Advertisements on the Radio	68	2.43	1.097
Posters on public transports	68	2.66	1.205
Valid N (listwise)	68		

APPENDIX.V

DESCRIPTIVE STATISTIC INTRINSIC MOTIVATION

APPENDIX.V 1DESCRIPTIVE STATISTIC INTRINSIC MOTIVATION

Descriptive Statistics			
	N	Mean	Std. Deviation
Personal Satisfaction was my appeal to pursue a Master Degree in English Education	68	4.06	.991
Improving my knowledge and skill	68	4.43	.816
I pursue Master Degree in English Education because of prestige of profession	68	3.88	1.113
Job security of related occupations was my appeal to go for Master Degree in English Education	68	3.87	1.064
I specify my choice of Master Degree in English Education because of occupational growth forecast	68	3.91	.876
I pursue Master Degree in English Education because of probability of working in field after graduation	68	4.12	.907
I select master Degree in English Education because of opportunities for ongoing professional development	68	4.19	.868
I pursue Master Degree in English Education because of my performance in previous program/study	68	4.00	.993
Probability of graduating with honors in major was my appeal to pursue Master of English Educaion	68	3.87	.879
I pursue a Master Degree in English Education because of flexibility of work schedule.	68	3.85	1.026
Improving social status was my appeal to pursue Master Degree in English Education.	68	3.66	.971
Valid N (listwise)	68		

DESCRIPTIVE STATISTIC OF EXTRINSIC MOTIVATION

APPENDIX.VI 1DESCRIPTIVE STATISTIC OF EXTRINSIC MOTIVATION

Descriptive Statistics			
	N	Mean	Std. Deviation
My parents encouraged me to pursue Master Degree in English Education	68	3.59	1.307
Alumni profile was my appeal to pursue a Master Degree in English Education.	68	2.87	1.171
Long-salary prospect was my appeal to pursue a Master Degree in English education.	68	3.35	1.243
I pursue a Master Degree in English Education because I want to enhance promotional opportunities	68	3.78	1.144
Career opportunities was my appeal to pursue a Master Degree in English Education	68	4.24	.964
Competing in the job field was my appeal to pursue a Master Degree in English Education	68	3.91	1.033
I pursue a Master Degree in English Education because I want to obtain teaching qualifications	68	4.09	.958
Program duration was my appeal to pursue master of English education	68	3.62	1.051
Tuition fee was my appeal to select Master Degree in English Education	68	3.32	1.152
Faculty reputation was my appeal to pursue a master degree in English Education.	68	3.31	1.136
Institution reputation was my appeal to pursue a Master Degree in English Education.	68	3.35	1.103
The attractiveness of location was my appeal to select Master Degree in English Education.	68	3.32	1.190
By pursuing a Master Degree in English Education, I would have an opportunity to work internationally.	68	3.97	.962
Total_X3	68	46.72	9.968
Valid N (listwise)	68		

APPENDIX VII

# THE OUTPUT OF ONE-WAY ANOVA ANALYSIS

Appendix. VII 1The Output of One-Way ANOVA Analysis

ACADEMIC YEAR

One way (Academic Year-Intrinsic Motivation)

Descriptives

Total_X2

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2019	2	46.00	12.728	9.000	-68.36	160.36	37	55
2020	5	47.20	5.357	2.396	40.55	53.85	40	53
2021	40	43.80	8.386	1.326	41.12	46.48	22	55
2022	21	42.76	6.956	1.518	39.60	45.93	29	54
Total	68	43.79	7.801	.946	41.91	45.68	22	55

The Means Plots
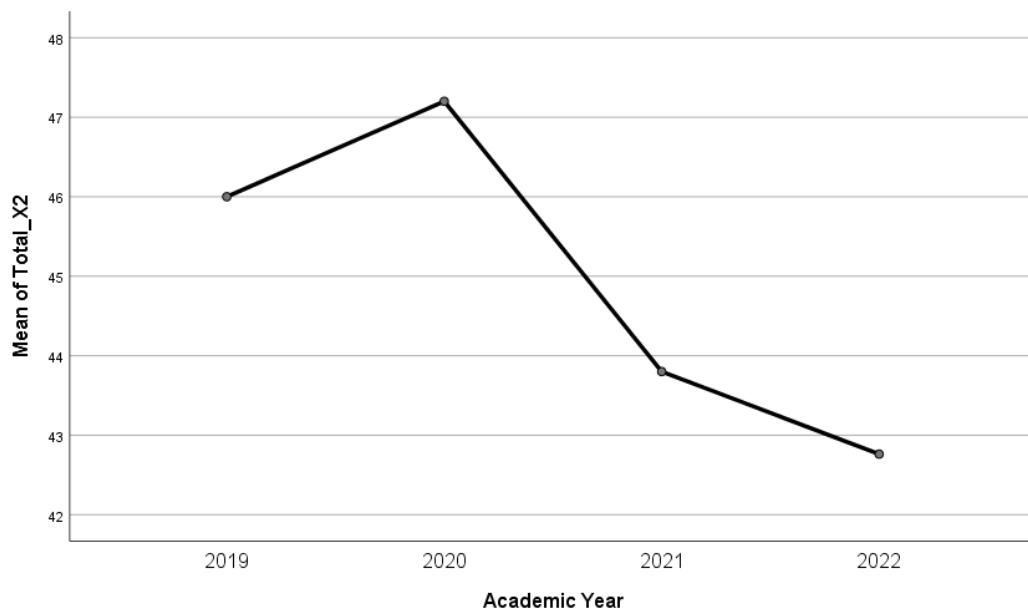
One Way (Academic Year-Extrinsic Motivation)

					95% Confidence Interval for Mean			
Descriptives								
Total_X3								
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
2019	2	46.00	26.870	19.000	-195.42	287.42	27	65
2020	5	52.40	6.025	2.694	44.92	59.88	45	60
2021	40	46.65	10.252	1.621	43.37	49.93	18	64
2022	21	45.57	8.664	1.891	41.63	49.52	29	61
Total	68	46.72	9.968	1.209	44.31	49.13	18	65

The Means Plot
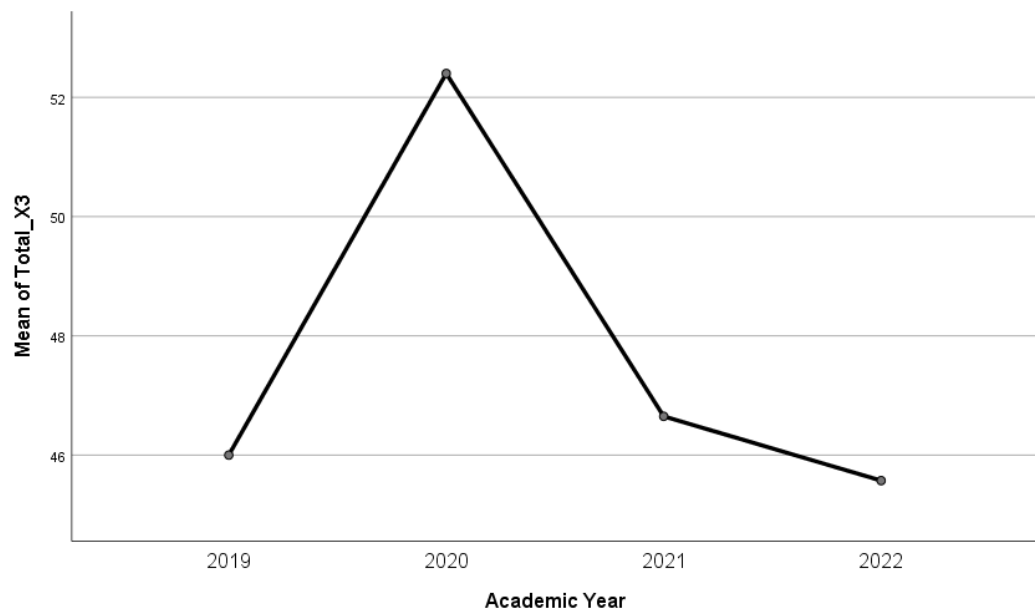
One Way (Age-Intrinsic Motivattion)

Descriptives								
Total_X2								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Less than 25 years old	23	43.00	8.350	1.741	39.39	46.61	22	55
From 25-35 years old	39	44.51	7.930	1.270	41.94	47.08	22	55
From 35-45 years old	5	41.40	4.615	2.064	35.67	47.13	36	47
More than 45 years old	1	46.00	.	.	.	.	46	46
Total	68	43.79	7.801	.946	41.91	45.68	22	55

The Means Plots
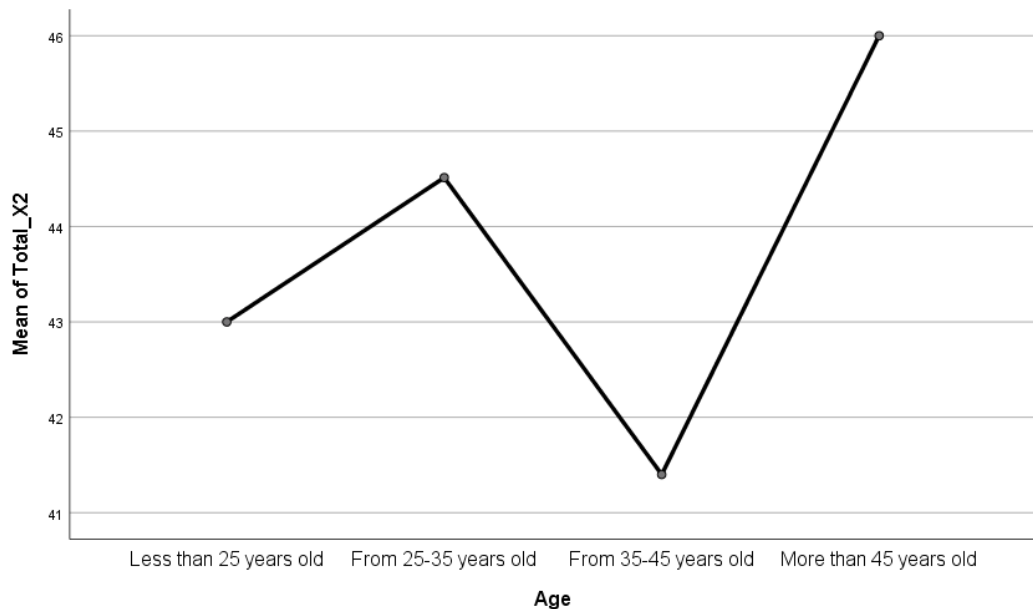
One Way (Age-Extrinsic Motivation)

					95% Confidence Interval for Mean			
			Std.	Std.	Lower	Upper		
	N	Mean	Deviation	Error	Bound	Bound	Minimum	Maximum
Less than 25 years old	23	46.22	10.045	2.095	41.87	50.56	18	64
From 25-35 years old	39	47.13	10.175	1.629	43.83	50.43	24	65
From 35-45 years old	5	45.80	11.032	4.934	32.10	59.50	33	56
More than 45 years old	1	47.00	.	.	.	.	47	47
Total	68	46.72	9.968	1.209	44.31	49.13	18	65

Descriptives

Total_X3

The Means Plots

91
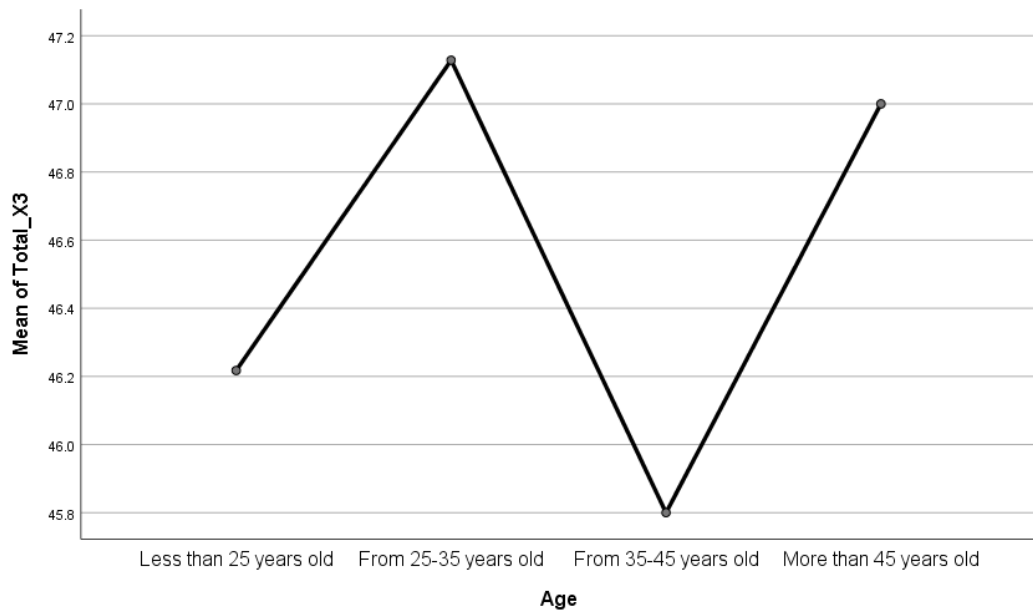
OCCUPATION

One Way (Occupation-Intrinsic Motivation)

					95% Confidence Interval for Mean			
Descriptives								
Total_X2								
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Teacher	23	45.26	7.375	1.538	42.07	48.45	29	55
Students	36	42.03	7.941	1.323	39.34	44.71	22	55
Other Occupatios (Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servan, Police, Employee, and Secretary)	9	47.11	7.184	2.395	41.59	52.63	36	55
Total	68	43.79	7.801	.946	41.91	45.68	22	55

The Means Plot
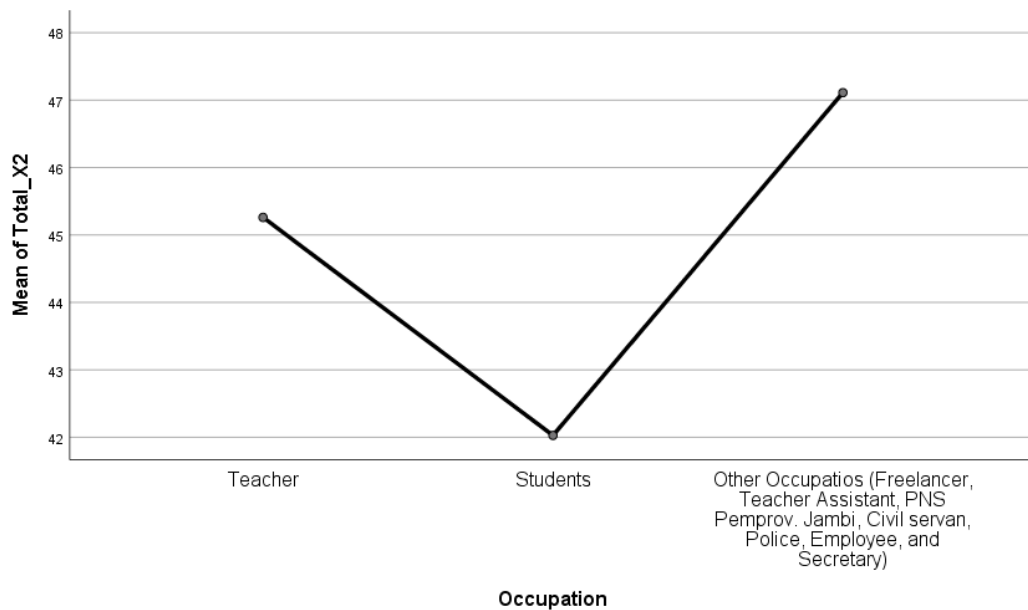
One Way (Occupation-Extrinsic Motivation)

Descriptives								
Total_X3								
			Std.	Std.	95% Confidence Interval for Mean			
					Lower	Upper		
	N	Mean	Deviation	Error	Bound	Bound	Minimum	Maximum
Teacher	23	48.57	9.159	1.910	44.60	52.53	29	64
Students	36	45.03	10.598	1.766	41.44	48.61	18	65
Other Occupatios (Freelancer, Teacher Assistant, PNS Pemprov. Jambi, Civil servan, Police, Employee, and Secretary)	9	48.78	9.094	3.031	41.79	55.77	35	63
Total	68	46.72	9.968	1.209	44.31	49.13	18	65

The Means Plots