

MERGING LANES: WHERE E-LEARNING DIVERSITY MEETS FUTURE TRENDS

VOLUME 11, 2026

e-ISBN : 978-629-98755-9-8



ISBN 978-629-98755-9-8



SIG CS@e-Learning
Unit Penerbitan

Jabatan Sains Komputer & Matematik
Kolej Pengajian Pengkomputeran, Informatik & Matematik
Universiti Teknologi MARA Cawangan Pulau Pinang

MERGING LANES: WHERE E-LEARNING DIVERSITY MEETS FUTURE TRENDS

Copyright@2026 by Unit Penerbitan Jabatan Sains Komputer & Matematik (JSKM), Universiti Teknologi MARA Cawangan Pulau Pinang, 13500 Permatang Pauh, Pulau Pinang, Malaysia

All rights reserved. No parts of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission in writing from Authors of Department of Computer & Mathematical Sciences, Academic Affairs Section, Universiti Teknologi MARA Cawangan Pulau Pinang, 13500 Permatang Pauh, Pulau Pinang, Malaysia.

Advisor

Dr. Nor Hanim Abd Rahman,
Universiti Teknologi MARA Cawangan Pulau Pinang, Malaysia

Chief Editor

Ts. Jamal Othman,
Universiti Teknologi MARA Cawangan Pulau Pinang, Malaysia

Editors

Ts. Dr. Syarifah Adilah Mohamed Yusoff,
Universiti Teknologi MARA Cawangan Pulau Pinang, Malaysia

Dr Arifah Fasha Rosmani,
Universiti Teknologi MARA Cawangan Pulau Pinang, Malaysia

Mohd Saifulnizam Abu Bakar,
Universiti Teknologi MARA Cawangan Pulau Pinang, Malaysia

Published by:

**Unit Penerbitan Jabatan Sains Komputer & Matematik (JSKM)
Bahagian Hal Ehwal Akademik (BHEA)
Universiti Teknologi MARA
Cawangan Pulau Pinang
13500 Permatang Pauh
Pulau Pinang
Malaysia**

e ISBN : 978-629-98755-9-8

EXPLORING ACADEMIC READINESS AND MOTIVATION AMONG PRE-DIPLOMA COMMERCE STUDENTS IN UITM CAWANGAN PULAU PINANG: A SURVEY STUDY

*Mahanim Omar¹, Siti Nurleena Abu Mansor², Azlina Mohd. Mydin³ and Siti Mariam Saad⁴
*mahanim@uitm.edu.my¹, sitin140@uitm.edu.my², azlin143@uitm.edu.my³,
smariam.saad@uitm.edu.my⁴

^{1,2,3,4}Jabatan Sains Komputer & Matematik (JSKM),
Universiti Teknologi MARA Cawangan Pulau Pinang, Malaysia

*Corresponding author

ABSTRACT

The progression from secondary education to tertiary studies represents a transformative period frequently characterized by significant academic and personal obstacles. This study explores the level of academic readiness and learning motivation among pre-diploma commerce students at Universiti Teknologi MARA (UiTM) Cawangan Pulau Pinang. Utilizing survey design, data was collected from 69 students during the October 2025 to February 2026 semester using a structured questionnaire adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) and the Academic Motivation Scale (AMS). The instrument demonstrated high reliability, with Cronbach's alpha coefficients of 0.836 for academic readiness and 0.898 for learning motivation. The findings indicate that students generally possess high levels of academic readiness and an overwhelmingly strong motivation to succeed, with over 95% agreement across all motivation items. However, independent study skills were identified as a key area for improvement, with 31.8% of students lacking confidence in autonomous learning. The study concludes that a significant positive relationship exists between readiness and motivation. These insights suggest that institutions should prioritize structured academic support to bridge experiential gaps, particularly for first-generation students.

Keywords: *Academic Readiness, Learning Motivation, Pre-Diploma Students, Higher Education, Independent Learning.*

Introduction

The transition from secondary school to higher education is often regarded as a critical stage in students' academic journey. For many students, entering university represents an important aspiration, as higher education is closely associated with better career opportunities and improved quality of life (Marginson, 2016; OECD, 2019). However, the transition is not always smooth. Some students face academic performance gaps, personal challenges, or socioeconomic constraints that prevent them from gaining direct entry into diploma programmes. As a result, alternative pathways are necessary to ensure that students are not left behind in their pursuit of higher education. In Universiti Teknologi MARA (UiTM), foundation and bridging programmes have been established to widen access and provide second-chance opportunities for students who require additional preparation before progressing to mainstream tertiary education. The program is called Pre-Diploma Programme. This programme is designed to strengthen

students' foundational academic knowledge while also preparing them in terms of study skills, learning strategies, and psychological readiness to continue into diploma-level studies at UiTM.

Nevertheless, providing access alone may not be sufficient to ensure students' academic success. Students entering pre-diploma programmes often come from diverse educational backgrounds and may differ in terms of preparedness for independent learning and academic demands. Academic readiness, which includes the ability to manage time, regulate learning, and cope with coursework expectations, plays an essential role in determining students' ability to succeed in higher education. At the same time, learning motivation influences the extent to which students are willing to engage, persist, and strive for achievement (Pintrich & De Groot, 1990; Tinto, 2012). Understanding both constructions is therefore crucial in evaluating the effectiveness of pre-diploma programmes.

Although pre-diploma programmes are designed to prepare students for diploma-level studies, there is limited empirical evidence examining whether students enrolled in such programmes are academically ready and sufficiently motivated to cope with tertiary education demands. Most existing studies in the Malaysian context focus on undergraduate or diploma students, with less attention given to those in bridging or preparatory pathways. Without a clear understanding of students' academic readiness and motivational levels, institutions may face challenges in designing targeted academic support interventions. Furthermore, the relationship between readiness and motivation among pre-diploma students remains underexplored. Given that these students represent a potentially vulnerable yet high-potential group, it is important to investigate whether academic preparedness influences their motivation to succeed.

Therefore, this study seeks to explore the level of academic readiness and learning motivation among pre-diploma students in a public higher education institution, as well as to determine the relationship between these two constructs. The findings are expected to provide evidence-based insights to support institutional strategies aimed at enhancing student preparedness and academic progression.

Literature Review

Academic readiness refers to students' preparedness to cope with the intellectual, behavioral, and self-regulatory demands of higher education. Kurlaender, Reed, and Hurtt (2019) emphasise that college readiness extends beyond subject knowledge to include study skills, time management, and self-regulated learning competencies. Similarly, Cox (2019) found that first-time college students often struggle with independent learning expectations despite meeting entry requirements, suggesting that readiness is multidimensional. In Southeast Asian contexts, Cuy and Salinas (2019) reported that while many senior high school students expressed strong aspirations to pursue college degrees, not all demonstrated adequate academic preparedness. More recently, Seisa and Galabo (2023) highlighted

that aspiration and readiness do not always align, as students may be highly motivated but insufficiently equipped with academic competencies necessary for tertiary success.

Within the Malaysian setting, Sharifah Zannierah et al. (2011) assessed readiness among pre-diploma students at Universiti Teknologi MARA (UiTM) Pahang. Their findings suggested that although students generally perceived themselves as ready to pursue diploma studies, certain areas such as independent learning and academic adjustment required further attention. This indicates that readiness among pre-diploma students remains an important area of investigation.

On the other hand, learning motivation plays a central role in shaping students' engagement, persistence, and academic performance. Pintrich and De Groot (1990) established that motivational beliefs, particularly self-efficacy and intrinsic motivation, significantly predict students' use of cognitive strategies and academic achievement. Their work underscores the interconnection between motivation and self-regulated learning. Tinto (2012) further argues that students' persistence in higher education is strongly influenced by their commitment to educational goals and institutional integration. Students who possess strong academic aspirations and internal drive are more likely to remain engaged and complete their studies.

Studies focusing on aspiration and achievement also support this perspective. Goswami and Singh (2020) found a positive relationship between academic aspiration and academic performance, suggesting that students with clear educational goals demonstrate higher levels of achievement. Similarly, Cuy and Salinas (2019) reported that students' aspirations to pursue higher education are closely linked to their motivation to succeed academically. However, while motivation is crucial, prior research indicates that aspiration alone may not guarantee academic success if students lack sufficient readiness and study competencies (Seisa & Galabo, 2023).

Methodology

The study enrolled a sample of 69 pre-diploma students during the October 2025 to February 2026 semester. Participants of both genders (male and female) were recruited via convenience sampling. The survey was distributed via a google form to all students in attendance at the CGCT talk. The research instrument was a structured questionnaire adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990) and the Academic Motivation Scale (AMS) (Vallerand et al., 1992). Items assessing academic readiness were specifically adapted from Pintrich (2004) and Martin & Linnenbrink-Garcia (2011), with minor modifications made to align with the pre-diploma context. The final instrument comprised eight questions measuring Academic Readiness and Learning Motivation. Responses were recorded on a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The specific items used to measure Academic Readiness and Learners' Motivation are detailed in Table 1.

Table 1: Summary of Questionnaire Items

Academic Readiness	
B1	I can manage my study time effectively.
B2	I know how to study independently without constant guidance from lecturers.
B3	I understand what is expected of me as a pre-diploma student.
B4	I feel confident completing academic tasks such as assignments and quizzes.
B5	I am able to take good notes during lectures.
B6	I revise my lessons regularly.
B7	I know where to seek help when I face academic difficulties.
B8	I can cope with the academic workload in the pre-diploma programme.
Learners' Motivation	
C1	I am motivated to do well in my studies.
C2	I enjoy learning new things in my programme
C3	I study hard because I want to succeed in the future.
C4	I put effort into my studies even when the subjects are difficult.
C5	Getting good grades is important to me
C6	I feel excited to attend my classes.
C7	I believe education will improve my quality of life.
C8	I plan to continue my studies after completing the pre-diploma programme.
Perceived Challenges	
D1	I feel stressed by academic demands
D2	I find it difficult to adapt to college-level learning
D3	Language of instruction affects my understanding of lessons.
D4	I feel confident asking questions during class

Internal consistency for the instrument was evaluated using Cronbach's alpha (α) coefficients. The results indicated high reliability for both scales. The Academic Readiness scale, consisting of 8 items, yielded an $\alpha = 0.836$. Similarly, the Learners' Motivation scale (8 items) demonstrated strong internal consistency with an $\alpha = 0.898$. These values exceed the conventional threshold of 0.70, confirming that the adapted scales are reliable measures for the pre-diploma student population. Analyses were conducted with SPSS 21.0.

Table 2: Cronbach's Alpha (α) value

Variable	Cronbach's Alpha (α)	Interpretation
Academic Readiness	0.836	Good
Learners' Motivation	0.898	Very Good

Result and Discussion

Total of 69 pre-diploma students participated in this study. Of the respondents, 45% were male and 55% were female, indicating a slightly higher representation of female students (Table 3). The demographic findings also indicate that 31.9% of the respondents were first-generation students in higher education. This is an important consideration, as previous research suggests that first-generation students often face unique transitional challenges when entering tertiary education. Without parental experience in higher education, these students may have limited access to academic guidance, institutional knowledge, and informal support systems that facilitate adjustment to university expectations (Tinto, 2012).

Table 3: Demographic

		Frequenc	
		y	Percent
Gender	Female	38	55.1
	Male	31	44.9
	Total	69	100.0
Age	18	67	97.1
	19	1	1.4
	20	1	1.4
Parents Education	At least one parent attended higher education	47	68.1
	First-generation student (parents did not attend higher education)	22	31.9
Sibling Education	At least one sister/brother in higher education	43	62.3
	No sister/brother in higher education	26	37.7

Despite these potential challenges, the present study found high levels of both academic readiness and learning motivation among respondents. This may suggest that the pre-diploma programme plays a supportive role in bridging experiential gaps for first-generation students. Existing literature indicates that motivation can serve as a protective factor for students who may lack structural advantages (Pintrich & De Groot, 1990). In this context, strong motivational orientation may help compensate for possible deficits in academic social capital.

Furthermore, given that a substantial proportion of students do not have siblings currently enrolled in university, institutional support mechanisms may be particularly important. Structured academic guidance, mentoring systems, and study skills development initiatives could enhance students' confidence and reinforce their readiness for diploma-level progression.

Table 4: Frequency Table of Academic Readiness among Students

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Frequency	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
B1	0	0.0	3	4.3	53	76.8	13	18.8
B2	1	1.4	21	30.4	41	59.4	6	8.7
B3	1	1.4	0	0.0	54	78.3	14	20.3
B4	0	0.0	3	4.3	53	76.8	13	18.8
B5	0	0.0	0	0.0	63	91.3	6	8.7
B6	0	0.0	3	4.3	59	85.5	7	10.1
B7	0	0.0	3	4.3	58	84.1	8	11.6
B8	0	0.0	2	2.9	59	85.5	8	11.6

The frequency analysis indicates that students generally demonstrated strong academic preparedness across most items. A very high percentage of students agreed or strongly agreed that they were able to manage their study time effectively (95.6%), felt confident completing academic tasks (95.6%), and understood what was expected of them as pre-diploma students (98.6%). Similarly, more than 95% reported that they were able to take good notes during lectures (100%), revise lessons regularly (95.6%), knew where to seek help when facing academic difficulties (95.7%), and were able to cope with the academic workload (97.1%).

However, the item measuring independent study skills (B2) showed comparatively lower agreement. While 68.1% agreed or strongly agreed that they knew how to study independently, 31.8% (n = 22) either disagreed or strongly disagreed. This suggests that although overall academic readiness is high, a substantial minority of students may still require guidance in developing autonomous learning skills. Overall, the frequency findings are consistent with the high mean score for academic readiness (M = 3.07), indicating that students generally perceive themselves as academically prepared, with independent learning emerging as the main area requiring improvement.

Table 5: Frequency table of Learning Motivation among Students

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Frequenc y	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
C1	0	0.0	3	4.3	51	73.9	15	21.7
C2	0	0.0	0	0.0	51	73.9	18	26.1
C3	0	0.0	0	0.0	34	49.3	35	50.7
C4	0	0.0	0	0.0	44	63.8	25	36.2
C5	0	0.0	0	0.0	31	44.9	38	55.1
C6	0	0.0	0	0.0	50	72.5	19	27.5
C7	0	0.0	0	0.0	34	49.3	35	50.7
C8	0	0.0	0	0.0	27	39.1	42	60.9

The results indicate an overwhelmingly high level of learning motivation among respondents. For all motivation items (C1–C8), more than 95% of students either agreed or strongly agreed with the statements. A particularly strong finding is that 60.9% strongly agreed that they plan to continue their studies (C8), and 55.1% strongly agreed that good grades are important (C5). These responses reflect strong intrinsic and future-oriented motivation.

Table 6: Frequency Table of Perceived Challenges among Students

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Frequenc y	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
D1	6	8.7	41	59.4	18	26.1	4	5.8
D2	4	5.8	38	55.1	25	36.2	2	2.9
D3	4	5.8	38	55.1	24	34.8	3	4.3
D4	3	4.3	13	18.8	48	69.6	5	7.2

The findings from perceived challenges section (Table 6) present a contrasting but important perspective. A majority of students disagreed that they felt stressed by academic demands (68.1%) and similarly disagreed that they found it difficult to adapt to college-level learning (60.9%). Additionally, 60.9% disagreed that the language of instruction affected their understanding of lessons. However, when asked about confidence in asking questions during class (D4), 76.8% agreed or strongly agreed, suggesting generally positive classroom engagement. Although the majority reported minimal stress and adaptation difficulties, approximately one-third of students indicated some level of agreement with stress and adaptation challenges. This suggests that while overall adjustment appears positive, a subgroup of students may still require academic or emotional support.

Conclusion

This study concludes that pre-diploma students in the selected public higher education institution demonstrate high levels of academic readiness and learning motivation. More importantly, a strong and significant positive relationship exists between these two constructs. The findings suggest that academic readiness plays a meaningful role in fostering students' motivation toward learning. While students appear highly motivated, enhancing their academic preparedness may further strengthen their engagement and persistence in higher education. Therefore, institutions offering pre-diploma programmes should continue to emphasise structured academic support mechanisms to ensure that students are not only motivated but also adequately equipped to succeed academically.

Future research may consider expanding the sample size, including multiple institutions, or examining additional variables such as academic performance or self-efficacy to provide a more comprehensive understanding of pre-diploma students' learning experiences.

References:

- Cox , L. C. (2019). A Look into the college readiness needs of first time college students. Masters theses & specialist projects. Retrieved from A Look into the College Readiness Needs of First Time College Students: <https://digitalcommons.wku.edu/theses/3102>
- Cuy, N.A. and Salinas, E.M. (2019) Aspiration and Readiness of Filipino Senior High School Students in Pursuing College Degree. *OpenJournal of Social Sciences*, 7, 143-152. Available from: https://www.researchgate.net/publication/333166558_Aspiration_and_Readiness_of_Filipino_Senior_High_School_Students_in_Pursuing_College_Degree [accessed Mar 03 2026].
- Goswami , N. L., & Singh, S. (2020). Academic aspiration and achievement. *International Journal of Advanced Research in Commerce, Management & Social Science*, 3(1), 52-56. Retrieved from *International Journal of Advanced Research in Commerce, Management & Social Science*: <https://inspirajournals.com/uploads/Issues/1633891473.pdf>
- Kurlaender, M., Reed, S., & Hurtt, A. (2019). Improving College Readiness: A Research Summary and Implications for Practice. *Policy Analysis for California Education, PACE*.
- Marginson, S. (2016). High participation systems of higher education. *The Journal of Higher Education*, 87(2), 243–271.
- Martin, Andrew J. & Linnenbrink-Garcia, Lisa (2011). Motivation and academic achievement: The role of academic self-concept and learning strategies. *Contemporary Educational Psychology*, 36(2), 121–130.
- OECD. (2019). *Education at a glance 2019: OECD indicators*. OECD Publishing.
- Pintrich, Paul R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385–407.
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33–40.
- Seisa, Jhenamay & Galabo, Norman. (2023). The Road to Readiness: Aspiration and Preparedness of Grade 12 SHS Students in Pursuing College Degree. [10.13140/RG.2.2.20824.26886/1](https://doi.org/10.13140/RG.2.2.20824.26886/1).
- Sharifah Zannierah, S. M., Rozicana, A. H., Roslilee, A. H., Wan Kalthom, Y., Roslina, A., Norulhuda, T. and Musramaini, M. (2011) An assessment of the readiness in pursuing diploma among pre-diploma students in Universiti Teknologi Mara Pahang. *Prosiding KONAKA Konferensi Akademik 2011, 6-7 Disember 2011, Universiti Teknologi MARA Pahang*.
- Tinto, V. (2012). *Completing college: Rethinking institutional action*. University of Chicago Press.
- Vallerand, Robert J. et al. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, 52(4), 1003–1017.



ISBN 978-629-98755-9-8



**SIG CS@e-Learning
Unit Penerbitan
Jabatan Sains Komputer & Matematik
Universiti Teknologi MARA Cawangan Pulau Pinang**

e-ISBN : 978-629-98755-x-x

*Design of the cover powered by
<https://www.free-powerpoint-templates-design.com/>*