



**MOTIVATIONAL APPROACHES ON THE  
LEARNING INTEREST AMONG FORM FOUR STUDENTS  
OF SEKOLAH MENENGAH KEBANGSAAN PETRA JAYA,  
KUCHING SARAWAK**

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## **ABSTRACT**

The main purpose of this study is to determine the extent to which certain motivational approaches were practiced in the classroom and whether these approaches were related to students' interest in learning. It has been argued that the lack of learner-centered motivational strategies have obstructed students from having a keen interest in the learning process. The study found that students' interest in learning was moderate and their perceptions of motivational approaches used were generally average. The study also found a correlation between learning interest and extrinsic motivation, achievement motivation and intrinsic motivation, with the strongest correlate being extrinsic motivation. However, out of these three motivational approaches, extrinsic and intrinsic motivation had significant influence on interest in learning among students. It was also found that the female students showed a greater interest towards learning compared to the male students. The results suggested that motivational approaches are vital components of the learning process without which students will not be able to benefit completely from the learning process in the class environment.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

There has been a growing concern over the lack of interest in learning and low motivation amongst students in school. These elements have been thought by many as part of the root causes of students' indiscipline, which involves cases like truancy, dropouts, tardiness, causing class disturbances, extortion, smoking and stealing.

In examining the root causes of indiscipline, it was found that many of these problematic students were low in motivation, having lost all interest in their studies. If this is the case, what are the strategies formulated to counter this problem? By looking at the learning process in school, the learning input that majority of the students receive, do not seem to give priority to individual learners. Content in learning was given precedence over the learners' needs. Large classes and heavy teaching work load also mean that it is difficult for teachers to give personal attention towards students' individual learning needs. The affective and motivational aspects of teaching seem to be sidelined in favour of the cognitive factors.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This section is a literature review which examines the historical development of motivational themes and interest in learning in the fields of psychology and education, and how they were subsequently applied into the contextual conditions within the learning environment. Teachers in the classrooms as perceived by students also give the teachers' complementary role in the practice of motivation in the review as the study examined the use of motivation conducted by previous researchers.

#### **2.1 Concepts of Interest in Learning**

Students have a natural interest to learn and pursue relevant learning goals. Interest is an attitude that students bring into the learning process. Teachers or peers can socially mediate the learning process through the schooling process. Interest in learning and interest towards learning originates