
The Comparison of Self-determination Regulators between High School Students Attending Ordinary and Tutorial Schools in Thailand

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Abstract

Thai senior high school students currently enrolled more in tutorial schools, while they are prone to. Moreover, students have less interest in studying in the ordinary school which is compulsory education. Many researchers have highlighted that there are various kinds of factors that potentially affect high school students' motivation to study. Therefore, we have made an online survey to explore those. We adopt the self-determination theory (SDT) which explains various types of regulations that motivate students to study more in tutorial schools and ordinary schools. SDT presents types of regulation that lead to those reactions, consisting of amotivation, extrinsic motivation (i.e. external, introjected, identified, and integrated regulations), and intrinsic motivation. The result showed that integrated regulation is the major motivating regulator affecting students to study more in tutorial schools; whereas, external regulation is the major reason for attending ordinary schools. In addition, we found that the level of non-internalised motivation (amotivation and external regulation) in ordinary schools is greater than that in tutorial schools. However, the level of internalised motivation (integrated and intrinsic regulation) in tutorial schools is greater than their counterparts.

Keywords: Self-determination; Motivation; Ordinary school; Tutorial school; Senior high school student

1. Introduction

Recently, there is a surge of unexpected popularity trends showing up about tutorials all over Thailand in a large number during these few decades. Furthermore, in terms of normal high school reputation, it is also noticeable that considerable decline trends are coming out (John & Rhein, 2018). This study has set an objective for a variety of reasons, ranging from parental enforcement to the intrinsic value of self-satisfaction (Baker, 2004). Psychologists and researchers have shown the different forms of motivation result in different consequences in

learning (Hung et al., 2019). There are three majority forms of motivation: amotivation, extrinsic motivation, and intrinsic motivation (Vallerand, et al., 1992).

Starting with amotivation or non-regulation is a term that refers to a lack of motivation to do something (Deci & Ryan, 2012; Vallerand, 1992). Therefore, this term leads people to avoid learning. On the contrary, the positive form of motivation which encourages people to do an action for a specific purpose such as enjoyment and interest is called intrinsic motivation. This motivation is named after authentic desire inside people's minds. This type of motivation resonates with better school performance. To put it more simply, the greater the interest you have, the greater the performance you get (Miller, 2009; Müller & Louw, 2004; Ryan & Deci, 2000).

There is no doubt that intrinsic motivation seems to be the best way to overcome education challenges. Consequently, many try to imitate this motivation; as a result, it turns out to be another form of motivation called extrinsic motivation which according to the self-determination theory can be divided into 4 sub-motivation types: external regulation, introjected regulation, identified regulation, and integrated regulation (John & Rhein, 2018; Markland, et al, 2005). Those 4 regulations are also motivational triggers since they drive students to continue their education performance and also they are not from a mental but an outer factor.

Taking extrinsic motivation into greater consideration first, external regulation appears when the trigger shows up for students for example money, price, reward, and respect, etc. To sum up, external regulation is the motivation that attracts learners to reach the goal, not their interest. Second, introjected regulation occurs when one compares them self to another one, personal guilt, pushed to, and also even their parent expectation which raises them to success (Miller, 2009). More specifically, one chooses to do something because they are afraid to miss out and make people around them disappointed or insult them. Third, when people are driven by identified regulation, he or she is involved in consciously valuing a goal or regulation so that said action is accepted as personally important. Finally, integrated regulation is the most autonomous kind of extrinsic motivation occurring when regulations are fully assimilated with self so they are included in a person's self-evaluations and beliefs on personal needs. Because of this, integrated motivations share qualities with intrinsic motivation but are still classified as extrinsic because the goals that are trying to be achieved are for reasons extrinsic to the self, rather than the inherent enjoyment or interest in the task (Ryan & Deci, 2012).

According to recent educational research, it is shown that internal controls consisting of identified regulation, integrated regulation, and intrinsic motivation yield more positive results in learning (Deci & Ryan, 2012). Therefore, it is important to assist learners to identify the importance of their study and how this can fulfill their life goals. In addition, it is important to help learners know who they are and what they are intrinsically interested in as these will help them find enjoyment in their education.

The desired learners' key competencies indicated in the basic Thai education core curriculum were effective and met 21st century education. However, those factors that could affect the failure of Thai education to equip Thai students with 21st century skills include no conclusive evidence that there is a close link between desired learners' key competencies and policy

implementers' practices including school administrators and teachers, 2) teachers' and principals' lack of understanding regarding the curriculum's expectations and goals, as well as innovative teaching approaches and 21st century education in general 3) teachers' and principals' perception of students being dependent learners, and the idea that innovative teaching methods did not suit the contexts. Interestingly, the findings reveal that the teachers' cultures and beliefs had a correlation influencing their teaching practices (Jordan & McGhie-Richmond, 2010).

Tutorial education services have seen a global marked increase in the preceding three decades which continues at present. Bray (1999) observes that tutorial education has three essential features, namely, supplementation, privateness and consisting of various academic subjects. This definition conceptualizes the ecosphere of tutorial schools as a place where students engage in academic studies for largely demand generated reasons. This is important in two respects; when a formal education is deficient and when the formal state education system has a supply side deficiency meaning that even if the instructors are proficient, if the class size is too large to accommodate for student centered learning then this generates further demand for shadow education systems (John & Rhein, 2018).

This study is therefore conducted to investigate various forms of motivation according to the self-determination theory that drives high school students to study in normal school and tutorial school.

2. Methodology

First of all, we created a questionnaire containing six statements demonstrating amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation. Subsequently, we conducted an online survey with senior high school students from every part of Thailand who both study at an ordinary school and take part in a tutorial school. Once the returned responses reached 240, the data was analyzed using both descriptive (means) and inferential statistics (t-test). The results of the survey were shown as mean scores from 5-Likert scaling responses, starting from strong disagreement to strong agreement. Students' main type of regulations as illustrated in the table. Then, we used a t-test formula to determine if there is a significant difference between the means of two groups for comparing motivation in school and tutorial school, and also used t-test for comparing those regulations in the group.

3. Results

	Tutorial School	Ordinary School
Amotivation	2.24	3.17
External Regulation	2.73	3.84
Introjected Regulation	4.02	3.49
Identified Regulation	2.89	3.19
Integrated Regulation	4.42	3.11
Intrinsic Motivation	3.59	3.11

Table 1: Students’ learning motivation in normal and tutorial school based on a 5-Likert scale where 5 stands for strong agreement while 1 is strong disagreement

According to Table 1, it illustrates the mean score of those types of motivation that drove Thai high school students to study in ordinary school and tutorial school.

In ordinary schools, the average of students’ agreement towards external regulation is statistically the highest ($x = 3.84, p = 0.00$). This number is statistically greater than the average gained for introjected regulation ($x = 3.49, p = 0.00$). Moreover, both integrated regulation and intrinsic regulation is also a significant factor in the reason that students want to go to normal school at 3.11. The other regulation which consists of amotivation and identified regulation shows the means of 3.17, and 3.19, respectively.

On the other hand, the tutorial school has a different ratio of all the factors. Integrated regulation is the biggest factor of all the reasons in terms of tutorial school at 4.42 ($p = 0.00$). Introjected regulation also plays a big part as well at 4.02 ($p=0.00$). This description means that there is a lot of pressure from surrounding students such as their family, relatives, or even their parents. So, a lot of children need to follow a suggestion that they receive from others. From the table, amotivation, external regulation and intrinsic regulation are not as much as a previous reason (integrated regulation and introjected regulation) but they also play an important factor in the students' mindset. The statistics reveal that intrinsic regulation ($x = 3.59$) is higher than external regulation ($x=2.73, p=0.00$). Lastly, amotivation is the least affected factor in the reason that student want to go to tutorial schools at 2.24 ($p=0.00$)

Comparison

After we have made an average score of each type of motivation in both normal schools and tutorial schools. Then, we use a t-test formula for comparing the same type of motivation in those two tables such as comparing amotivation in normal school and amotivation in tutorial school. This formula told us that if we use a formula and the result is more than 0.05, we cannot

compare those motivations together. But our data shows us that all of our t-test scores were less than 0.05 and also less than 0.05 in every pair. Therefore, we can make comparisons between normal schools and tutorial schools. The first aspect to consider is that amotivation in normal school is higher than the tutorial school which means that students have less interest in studying in normal school by many factors such as some students have plans to study on their own and do not see the importance of spending half of the day in the school. In terms of external regulation, students are influenced by external factors in ordinary school rather than tutorial school. To elaborate in greater depth, they may get a reward from their parents or others if they regularly go to normal school. Besides this, friends may be another explanation which defines why they want to go to normal school.

Interestingly, both intrinsic regulation and integrated regulations have shown that tutorial school has a greater mean score than common school. This consequence gives the reason for intrinsic regulation that students feel more comfortable and happy in extracurricular classes than in ordinary school. Furthermore, the rationale behind integrated regulation is that students study extracurricular classes to increase their knowledge for achieving their goals. Therefore, they study more in tutorial school.

To describe a factor that makes students see what is consciously good which is identified regulation. The data shows that the identified regulation mean score in ordinary school is more than in tutorial school. This is because they feel that learning in school is still essential for them in the future. However, factors that come from compulsion or contingent self-esteem or guilt which is introjected regulation. The response for introjected regulation questions reveals that tutorial schools have greater mean scores than the ordinary school. This is because parents may force them to have extra learning, or they have the guilt of something which makes them have an extra class. To conclude, amotivation, external regulation, and identified regulation affected the students in school more than tutorial school. On the other hand, introjected regulation, integrated regulation, and intrinsic regulation are influenced in tutorial school rather than school.

Discussion

Various forms of motivation can exist when one considers pursuing a higher education level (Baker,2004). Self-determination theory illustrates that there could potentially be at least six forms of motivation triggering one to make a decision. The major motivated regulation that leads students to educate more in tutorial school is integrated regulation. To elaborate why this factor became the main reason is that students have the freedom of choice to choose what they want to learn more, and they think that what they are learning now fits with them. For example, many Thai high school students go to have extra classes in the field of their interest. If they like drawings or paintings, a large group of them will have their extra class with their particular tutors. This is because they feel that art represents their identity. For normal school, the major motivated regulation turns out to be an external regulation. External regulation comes from external factors such as praise, rewards, and punishment avoidance (Deci & Ryan,2012). To describe why this factor became the main reason is that nowadays students can gain more

knowledge from other platforms. For instance, educate more in extracurricular classes or maybe search it on the internet and educate by themselves. As a result, the main reason why students go to normal school would only seem to be external conditions. The first external factor is the compulsory education in Thailand that the government has a law which says students should have a fundamental

Conclusion

This study found that integrated regulation is the major motivated regulation affecting students to study more in tutorial schools; whereas, external regulation is the major reason for ordinary schools. In addition, we found that the level of non-internalised motivation (amotivation and external regulation) in ordinary schools is more than in tutorial schools. However, internalise motivation (integrated and intrinsic regulations) in tutorial schools is more than in ordinary schools. Therefore, it is highly recommended for parents and teachers to help their children find the meaningful purpose and importance of their further education. In the meantime, it is also crucial to help students know who they are and what they like. The earlier they can find this hidden value, the smoother pathway that brings them to satisfactory education. Letting students choose their further education from parental expectations, social influence, and financial incentives are not considered useful. Instead of looking outward, they have to pay more attention inwardly and seek to understand and know who they are, and move towards the direction that can make them the best version that they could potentially become.

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