STUDENT'S MOTIVATION AFTER RETURNING TO UNIVERSITY MALAYSIA KELANTAN CITY CAMPUS

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ABSTRACT

Motivation is dropping due to Malaysian Movement Control Order (MCO) due to COVID-19. This situation also affects students' motivation because they must change their way of learning from face-to-face to online learning. Therefore, this study looks at students' motivation after returning to the city campus of Universiti Malaysia Kelantan. This study tries to achieve three research objectives and three research questions. For that purpose, 335 students from the hospitality, tourism, and wellness departments at the Universiti Malaysia Kelantan took part in this survey. The research was done descriptively, utilizing an online questionnaire to collect respondents' replies. The study's results reveal that student motivation after returning to university is modest, although respondents feel that they effectively overcame problems, collaboration, and appreciation throughout the learning session. According to the results, the campus is highly significant as a center and site of learning to promote student motivation. Furthermore, intrinsic motivators for students, such as challenge, collaboration, and student recognition, may be discovered among students at Universiti Malaysia Kelantan. In conclusion, we have learned through this coursework that student motivation aspects are very significant and beneficial to students after they return to university.

Keywords: Intrinsic motivation, challenge, collaboration, student recognition.

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This proposal's introduction will cover students' motivation after returning to campus at University Malaysia Kelantan. This chapter will begin with a discussion of the study's context to present students' motivation upon their return to university. Then, its content, which is the headline, follows. As subtopics of the content, problem statement, research objective, and research questions are included to articulate a concise research statement. The range is expanded with the study's scope, the analysis, the significance of the study, a glossary of words, and a chapter summary.

1.2 BACKGROUND OF THE STUDY

Motivation is the fuel that propels individuals to achieve their goals and objectives. Humans would remain inert without this fuel, resulting in a regular and unproductive existence. People may be motivated by the factors that come from inside and those that come from outside. The source of an individual's intrinsic drive is found inside themselves, whereas extrinsic motivation comes from the environment around them. The concepts of money, rewards, deadlines, and punishment are all examples of extrinsic motivation.

In contrast, the images of pleasure, purpose, pride, interest, knowledge, and self-worth are all examples of intrinsic motivation (Gayane Tovmasyan, 2020). The word

motivation originates, which translates to move. Accordingly, the term motivation is being used to refer to a strong desire that manifests itself in a person and has the potential to influence the behavior that will be created. This desire will motivate action to work toward achieving the objective that has been set.

Intrinsic motivation, often known as intrinsic motivation, is a kind of motivation that has always and naturally been inside a person. People will demonstrate their earnestness in undertaking anything by letting their interests and emotions guide them. It arises from the desire and motivation of a single person to do a task without anticipating receiving any benefit in return. Student motivation is critical in higher education, particularly given the significance of academic performance in a student's career. Student motivation is a component that helps educational theorists understand student attitudes toward learning and what promotes and hinders learning. This assists educators in forecasting student academic success and identifying students whose performance is deteriorating. The children's motivation to learn decreases as they grow older. Many students drop out before graduating because learning can be a chore rather than a joy. Few students are mentally present in the classroom due to a negative attitude toward education. Motivation influences how students perceive the learning process.

Having intrinsic motivation is doing something inherently enjoyable or fascinating. It is critical to determine the system's intrinsic motivational components before selecting the proper learning mechanics to apply in physical education lessons. According to Bovermann, K, & Bastiaens, T J (2020), self-determination is often utilized in literature examining the motivations behind children's desire to learn. Students participate in activities that could increase their satisfaction during teaching and learning. This is not because the behaviors are a result of acquiring anything.

Furthermore, it is a process that entails initiating, guiding, and maintaining goal-

oriented actions among students. The student must be inspired from the inside because it encourages students to behave in helpful and consistent ways with what they want. One of the most crucial parts of a good education is stimulating the drive to learn. Learning motivation is the desire to participate in and learn from training activities. In the context of planned action theory, motivation for learning is a property of attitude. Learning motivation exemplifies intrinsic motivation. Intrinsically motivated students pursue their goals, hobbies, or pleasures or engage in their academics to attain academic and personal objectives. Inherently motivated students favor strategies that take more work and allow them to absorb knowledge more deeply.

1.3 PROBLEM STATEMENT

According to Herzberg's Two-Factor Motivation Theory (2022), motivation or intrinsic factor refers to the basis that arises within an individual. This force occurs within the individual who desires to do something and then plans to act until success is achieved. The motivation factor in this study includes dimensions such as challenge, cooperation, and recognition.

The first factor of intrinsic motivation is particularly challenging to achieve. People are more driven when pursuing personal goals, and success is attainable but still needs to be assured. These goals may be related to self-esteem if a performance rating is available. According to studies, perceived difficulties are essential to promoting intrinsic motivation (Abuhamdeh & Csikszentmihalyi, 2012a; Abuhamdeh, Csikszentmihalyi, & Jalal, 2015). The type of contact and the learning environment can impact how much a person suffers from a learning assignment. People feel challenged when they believe the intricacy of a task is matched by their capacity to do it (Abuhamdeh & Csikszentmihalyi,

2012b). A person may be given written feedback or a score based on their performance after completing a difficult or time-consuming task. People might also receive comments on how well they handled specific difficulties (Chen & Law, 2016). This is accomplished by accumulating points and increasing the subject's difficulty.

Cooperation is the second factor of intrinsic motivation. People's intrinsic drive grows when they enjoy serving others. This is also true when comparing your performance to that of others. Collaborative learning has been presented as a teaching strategy to encourage young people about performance goal theory. Collaboration has been shown to increase motor skills, social skills, cognitive comprehension, and children's ability to succeed in various educational settings. Collaborative learning approaches have been shown to promote motor abilities, social skills, mental men talking, and student accomplishment in physical education in a variety of educational contexts. According to self-determination theory, intrinsic motivation is linked to addressing basic psychological needs, making this a great educational strategy for boosting inherent motivation. Fostering positive social ties among peers meets the need for connection and the desire for competence. Enhancing the core information necessary in a lesson increases students' intrinsic motivation. As a result, a similar physical education process is expected.

The third factor of intrinsic motivation is recognition. When others recognize your accomplishments, it makes people happy and can boost your internal motivation. Everyone admires him and wishes him the respect and support he is due. The same is true for students. When teachers, for example, reward students for participation in activities and active involvement in the classroom, these students are reported to be more motivated to participate in class and to devote more time to completing assignments.

Furthermore, regarding the effect of social support on distrust of organizational change, we discovered that when scholars were sufficiently encouraged by lectures, their attitudes toward change declined. Faculty-provided recognition gives students a sense of belonging because they believe the faculty recognizes their efforts. We discovered that students were more proactive in providing ideas and energy to continue working, developing, and achieving their goals because of the overall encouragement offered by the lecture.

1.4 RESEARCH OBJECTIVES

There are three research objectives developed for this research. The research objectives are:

1.   To investigate the relationship between challenge and motivation after returning to the University Malaysia Kelantan city campus.

2.   To investigate the relationship between cooperation and motivation after returning to the University Malaysia Kelantan city campus.

3.   To investigate the relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus.

1.5 RESEARCH QUESTION

Meanwhile, three research questions were developed to answer this research. These three research questions are:

1. What is the relationship between challenges and motivation after returning to the University Malaysia Kelantan city campus?

2. What is the relationship between cooperation and motivation after returning to the University Malaysia Kelantan city campus?

3. What is the relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus?

1.6 SCOPE OF STUDY

This research aims to investigate students' motivation after returning to campus at the University Malaysia Kelantan, which will then be used to assess students' comprehension. As we all know, conducting online learning can be challenging when students experience line issues due to geographic factors such as indoor location, inclement weather, or natural disasters. The transition to remote education also caused physical and psychological stress. Students want to return to campus but are hesitant to take precautions against risk.

Seeking and listening to expert advice can help you inspire yourself or a student. This is also true for students studying mental health who need motivation. After that, maintain a positive attitude and seek ways to improve yourself if you make a mistake.

Furthermore, the respondents in this survey are from the University of Malaysia Kelantan's Faculty of Hospitality, Tourism, and Wellness. Public and private universities equally represent the university. In contrast, UMK has a physical learning system. The survey research questionnaire method is used for the research design in this study.

1.7 SIGNIFICANCE OF THE STUDY

The research is intended to help other researchers learn more about the causes of the problem of influence and mental health for student motivation. When we return to campus from this survey, we will know what action is needed to solve the problem and what development is needed to ensure success for each student.

Furthermore, this survey will assist not only the university but also the government in taking action to stabilize and improve learning quality. Finally, this research will develop various methods to ensure that students always receive high-quality learning content while remaining free of external pressure. This will result in effective, relaxed, beneficial, and successful learning for the next generation.

1.8 DEFINITION OF TERMS

1.8.1 MOTIVATION

Motivation is the set of mechanisms that stimulate, guide, and sustain human activity toward some objective. (Ng Lian Seng, 2017). Motivation can also be defined as the drive and energy that propels an individual's actions (Ng Lian Seng, 2017). Motivation can also be described as a desire to fill specific unmet needs (Alam Zeb, 2018). In this

research study, motivation is defined as an individual's action toward achieving some goal in the organization.

1.8.2 STUDENT MOTIVATION

The importance of students' motivation for their education cannot be overstated. According to Dornyei (2016), students' motivation levels have a significant role in the success of their language acquisition. Eccles and Wigfield (2017) assert that a student's motivation combines their wants and ambitions. Deckers (2017) places a strong emphasis on the necessity to exert control over the actions of pupils to achieve success. As a direct consequence of this, boosting student motivation inside the confines of the classroom is more important than it has ever been.

1.8.3 INTRINSIC MOTIVATION

Intrinsic motivation is behavior fundamentally dependent on achieving an outcome apart from the action itself (Legault, 2020). To achieve a different result, inherent motivation is used. Furthermore, intrinsic motivation can be defined as a reason to act to achieve a goal rather than a goal for the sake of achieving a goal (Arooj Makki, 2017). Intrinsic motivation is defined in this study as an action taken to achieve an organization's purpose in exchange for something promised by the organization.

1.9   SUMMARY

Here we can conclude that by studying this first topic, we can know the importance andscope of business research and explain what research is and how it is defined.Apart from that, we can also distinguish between applied and basic research, as well as know the importance of research to managers and when business research is needed, and finally be able to elaborate on the ethical issues involved in business research.

For the next topic, we will discuss the literature review, which defines mental health. In education, the state of the student learning environment. What are the motivations and poor learning strategies, weak factors in time management and relationships, and student motivation after returning to campus?

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Students' motivation after returning to the University Malaysia Kelantan city campus is the focus of this research. This chapter will categorize the dependent and independent variables in our research topic. Three independent variables are listed in the study's literature review. This chapter will explain the dependent variable, independent variables, relationship between dependent and independent variables, hypothesis, conceptual framework, and chapter summary.

2.2 STUDENT MOTIVATION AFTER RETURNING TO CAMPUS

2.2.1 DEFINITION OF MOTIVATION IN EDUCATION

Motivation, a crucial psychological concept in education, may be used to urge students to study (Faridah et al., 2020). While participating in e-learning, it is critical to have a degree of cognitive motivation (motivation for conscious action). It is about when a student completes a work not out of fear, to stand out, or for a reward, but to learn and develop, widen personal horizons, and progress in personal growth (Samsudeen and Mohamed, 2019). The capacity to sustain student motivation in an e-learning environment depends on the student's basis. Students who are not motivated to study may find it challenging to concentrate on what is being taught (Jammu, Kim, and Lee, 2008).

Studies in medical and non-medical domains have shown that students are generally satisfied with the e-learning methodologies that have been advised. Compared to more traditional modalities of education, students report substantially more significant levels of satisfaction with e-learning; this is also true of their evaluations of the relative ease of access, navigation, engagement, and interface use (De Leeuw et al., 2019). When largely extrinsic incentives are applied, many students are more likely to finish tasks such as e-learning. This is because e-learning is often regulated from the outside. Because many students' online learning will only be motivated by the support of instructors for different e-learning ideas, there is a possibility that many students' motivation may drop (Fryer and Bovee, 2016). Various factors impact students' overall satisfaction with their educational experiences and, as a result, their drive to improve their academic performance. These individuals place a high priority on constructive criticism, professional development, and personal motivation. A student's previous experience, degree of technological competence, and personal tastes may influence how much they appreciate something (Faridah et al., 2020).

Furthermore, experienced e-learners are more likely than less experienced e-learners to feel at ease and tranquil when using e-learning tools. In contrast, less experienced e-learners are more likely to feel nervous. As a result, being too concerned may hurt one's satisfaction with online education (Bolliger, Supanakorn, and Boggs, 2010; Ferrer et al., 2020).

2.2.2 DEFINITION RETURN TO CAMPUS

A returning student was previously covered by Student safe Inbound Learners and is currently enrolled full-time in a course intended to be completed continuously across several semesters of one or more academic years (Group Master Policy).

2.2.3 MOTIVATION BEHAVIOR IN EDUCATION

It is generally accepted that motivated conduct results from mentally calculating the personal rewards and costs associated with a behaviour. Because of this, the factors that inspire "habitual conduct," which continues after the value of the outcome has dropped, are not entirely evident. One school of thought maintains that people continue to engage in behaviours they consider having "intrinsic" worth. On the other hand, this type of explanation highlights how critical it is to discover the motivating system for which the activity has some intrinsic value. How an activity may become intrinsically fulfilling is another important question that must be answered. To answer both of your queries, our theory is that a habitual behavior's motivation comes from the environmental influence it has (via the control motivation system, which includes "control feedback").

When we speak of something having intrinsic value, we refer to a representation of an activity that has been strengthened because of its success in impacting the environment and generating the desired result. To answer the question of when an activity achieves such rewarding characteristics, we argue that it happens when the activity's estimated instrumental outcome expectation is positive, but the accuracy is low. This will enable us to respond to the inquiry. The proportional weight of control feedback in determining which course of action to take is increased to compensate for the lack of

accuracy. This kind of circumstance leads to a reduction in sensitivity to the devaluation of outcomes, which in turn favours habitual control-relevant behaviour selection.

2.3 CHALLENGE

The progress mindset is founded on the challenge; with it, pupils can take risks, gain insight from their mistakes, and find out how to climb back up and again a week. Dweck believes having a "sense of progress" is one of the most significant components in building a development mindset. People have a higher level of motivation when they seek goals that have personal significance to them and when there is a chance of achievement but no assurance of it. These goals may also be connected to one's self-esteem, depending on the availability of performance feedback. A circumstance in which a person's capabilities are tested by being presented with something that, to complete correctly, takes excellent mental and physical effort on their part. Students who are challenging to work with engage in behaviors such as talking too much, being unable to sit still, being aphetic or distracted, being disruptive, or being disrespectful.

2.4 COOPERATION

Cooperation requires working together toward the accomplishment of shared objectives to be effective. In situations requiring people to work together, everyone wants results to everyone's advantage, not just their own. Cooperative learning refers to placing students in smaller groups for instruction. Within these groups, students work together to improve their and each other's levels of knowledge. Holubec, Johnson, and Johnson all made appearances (p.1:5). Learning in a group and learning through collaboration are two

words that are commonly interchanged with one another. Students must work together to participate in group projects, yet participation in a project does not automatically guarantee cooperation. "Students work in groups with people of varying abilities and are rewarded for the performance of the group when using a cooperative learning structure" (A. Woolfolk, 2001, p.340).

"Cooperative education," usually spelled "co-op education," refers to a learning method that combines academic study with practical, on-the-job training. Cooperative education programs, or "co-ops," provide students the option to receive academic credit in return for supervised job experience. These programs are gaining popularity as a method of simplifying the transition from school to the workforce for future generations. Work-integrated learning requires collaboration between the educational institution and the business through internships, service learning, and clinical placements. It is typically compensated and is meant to further the student's education. Cooperative education refers to this sort of work-integrated learning.

The term "cooperative learning" refers to a kind of education in which students are divided into smaller groups and tasked with completing a single project collaboratively. Students can work together on various assignments, from straightforward mathematical exercises to substantial projects such as devising environmental solutions at the national level; hence, the parameters are typically left up to interpretation. There will be moments when the entire class will be held accountable for the work, and there will also be occasions when each student will be held individually responsible for their contribution.

2.5 RECOGNITION

The identification of something as having previously been seen, heard, or known is known as recognition. Many different meanings can be assigned to credit based on experience, comprehension, and a natural state of being. People enjoy having their achievements acknowledged by others, which can boost internal motivation. The act of recognizing or being recognized. Recognizing something as having been seen or heard before. Both familiar and unfamiliar. Actual realization or belief in the existence of something. Acceptance of something as legitimate or worthy of consideration as a claim. Most of the time, recognition rewards good work while also emphasizing the importance of good teaching to students, faculty members, and administration (and, by extension, student learning).

2.6 RELATIONSHIP BETWEEN IV1, IV2, IV3 AND DV

2.6.1 THE RELATIONSHIP BETWEEN CHALLENGES AND MOTIVATION

Fitrana Harintama's (2020) evaluation of this journal's learning issues is used by Afif Ikhwanul Muslimin as proof that these hurdles might inhibit academic development. Furthermore, students' eagerness and originality will motivate them to develop novel solutions. To provide important information to schools, instructors, and other English students on how to deal with such a challenging learning situation, it is critical to document the students' motivations, difficulties, and solutions, especially concerning the teaching and learning process in KSP English Syntax. As a result, this research aims to discover why students joined KSP English Syntax and what challenges they had while engaging in emergency remote learning (ERL); the instructors quickly found that ERT

has various challenges. The Sloan Semester, for example, focused on the logistical challenges of executing ERT rather than effective instruction during the crisis, which is a restriction of reacting fast to a problem. Despite numerous obstacles, Sloan Semester students had difficulty accessing services such as power and the internet, had little energy to focus on their studies, had to deal with trauma and mental health issues, and dropped out of classes. Few students mentioned anxiousness as their last difficulty. Students in KSP English Syntax, AA, and DNJ said they often hesitated to remark or ask questions due to his terrible grammar since everyone might see their comments on WhatsApp.

One of the periodicals offered is the Journal of Educational Psychology. which reveals Before proceeding to the article's Challenge Relationships and Results Support section, it is necessary to study the results of the baseline null cross-classified model, which shows that 53% of the variation in engagement occurs between cells that may be included with cross-classification. Furthermore, 37% of instructional episodes have students, and 10% involve students. This research examines the relationship between students' perceptions of difficulty, teacher help, hurdles, and their short participation in higher-level academic activities. The study examined how teacher support, hindrance, and individual factors like gender and grade level influenced the connection between difficulty and engagement. Consequently, consent and impediment's instrumental and emotional components were investigated separately.

We may use this to determine the nature of the link and how the students see the instructor. Although students' perceptions of difficulty were favorably associated with temporal accounts of their engagement in science-related activities, instrumental help from instructors was positively connected to participation across all levels of perceived difficulty. It is seen from here. Students will be more inclined to address the challenges or express their feelings to the instructor if they are invested in the connection. Student

participation was negatively connected with teacher emotional barriers, even when teacher emotional support did not predict students' involvement. Student engagement and teacher instrumental barriers show a less consistent connection, with the latter only being associated with decreases in present participation when students perceive more significant challenges in the classroom. Gender and grade level were shown to affect the relationship between difficulty and involvement. The PsycInfo Database Record, APA 2022, is referenced as a trustworthy source, and the results are discussed in terms of their relevance to contemporary research and teaching practice.

2.6.2 THE RELATIONSHIP BETWEEN COOPERATION AND MOTIVATION

For the first point, which discusses how students should embrace collaboration from the standpoint of intrinsic motivation, David Hortigüela Alcalá1, Alejandra Hernando Garijo, ngel Pérez-Pueyo, and Javier Fernández-Ro (2019) define cooperative learning as "a major step beyond just learning side by side other to learn with, by, and for each other." This might imply that collective learning is preferable to individual learning. We may deduce from this that to cooperate, students actively establish small, varied groups based on criteria such as gender, color, ability, and socioeconomic level. Many academics agree on five fundamental components of cooperative learning. The first is the connection for the better, interdependence. It refers to how members of an organization rely on one another to achieve its goal. This is illustrated by the fact that this pattern may teach someone to accept and get along with others. Then there's the ensuing promotional engagement. It symbolizes the third individual responsibility job, face-to-face contact with current group members. It suggests that each group member oversees a specific work. Everyone is responsible for taking responsibility for this. The fourth is interpersonal and small-group skills. They include recognizing other people's efforts,

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offering, and accepting feedback, and actively listening. It is fantastic that some individuals appreciate providing constructive criticism and comments since it makes it easier to discover and solve issues. And group processing is the fifth and final stage in groups. It entails discussing and reflecting on the consequences of group activities. This may result in excellent assessment and collaboration to give the best opinion for increasing the quality of work outputs.

The use of cooperative learning in physical education demands addressing themes from a new perspective, altering his idea of "health" as a simple concept. It is irrational to expect students to collaborate when the curriculum emphasizes performance. Physical education, when correctly administered, may significantly contribute to educating young people about and via the medium of active involvement in regular physical exercise, enhancing their lives and empowering them as community members. Using this lesson, you may maintain an active lifestyle and a sound body by focusing on health and exercise. These concepts, along with the growth of student responsibility and autonomy, may lead to pleasant group experiences and friendships among classmates. This is directly tied to the basic psychological demands involved with learning, with novelty and social engagement being two highly valued elements. Motor performance, as the axis that leads the physical education class, must be employed in an automatic process that allows students to know what and how they learn and who is assisting them. They will be able to study more efficiently and with a higher drive. Authorities such as the education department are using this research to give answers and new resources to enhance the education of the nation's youth.

2.6.3 THE RELATIONSHIP BETWEEN RECOGNITION AND MOTIVATION

According to Agota Kun and Peter Gadanecz (2019), learning is intrinsically motivated since incentives are crucial, but many students also put great value on the credentials they will obtain after graduation. Further analysis revealed that teachers emphasized the importance of feedback from students, parents, coworkers, and leaders, emphasizing the need to get good feedback from individuals close to them or superiors to enhance their confidence and enthusiasm for better things. The following subcategory focuses on moral praise and esteem for the educator's efforts. When discussing the preceding category, students, employees, parents, and leaders receive a broad degree of acknowledgment. This is because success via their efforts improves their worth. Moral appreciation and value recognition have an unmistakable influence on commitment and performance. The following subcategory coding unit, praise, demonstrates bleeding not just in general but also to a particular degree that indicates praise is being provided. Praise is a social reinforcement that immediately influences motivation since it is a statement of the most immediate and socially acceptable form of acknowledgment. It is an appraisal that fosters high performance. The final subcategory of the second major diprimaryon has a coding unit that confirms the responder as a workplace member. This organization relies on and respects someone as an essential component and values their perspective.

This second important category includes the teacher's accomplishment, and the moral and monetary acknowledgment, admiration, and pleasure others show for the teacher's job. Numerous studies have established and verified the critical importance of work feedback and its impact on organizational commitment, motivation, and satisfaction. Academic motivation is the relationship between student motivation, education, and academic performance. Various factors influence student expectations,

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instructor attitudes, the environment in which educational activities are carried out, and personal structural rules. List three factors that might affect a student's desire to study. Consider first if the individual can carry out the activity, their motive for doing so, and their emotions. Motivational issues have a significant influence on academic success. That is something that everyone will treasure and remember for the rest of their life. The authorities, such as the education department, use this research to propose answers and new resources to enhance the education of the nation's youngsters.

2.7 HYPOTHESIS

The research hypothesis is based on study factors such as challenge, cooperation, and recognition in education among university students. Based on the study hypothesis, the following were developed and were to be tested:

H1: There is a relationship between challenges and motivation after returning to the University Malaysia Kelantan city campus.

H2: There is a relationship between cooperation and motivation after returning to the University Malaysia Kelantan city campus.

H3: There is a relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus.

2.8 CONCEPTUAL FRAMEWORK

Based on the previous literature review, the researchers have proposed a framework to study the students' motivation after returning to the University Malaysia Kelantan city campus. Hence, as seen below, the structure.
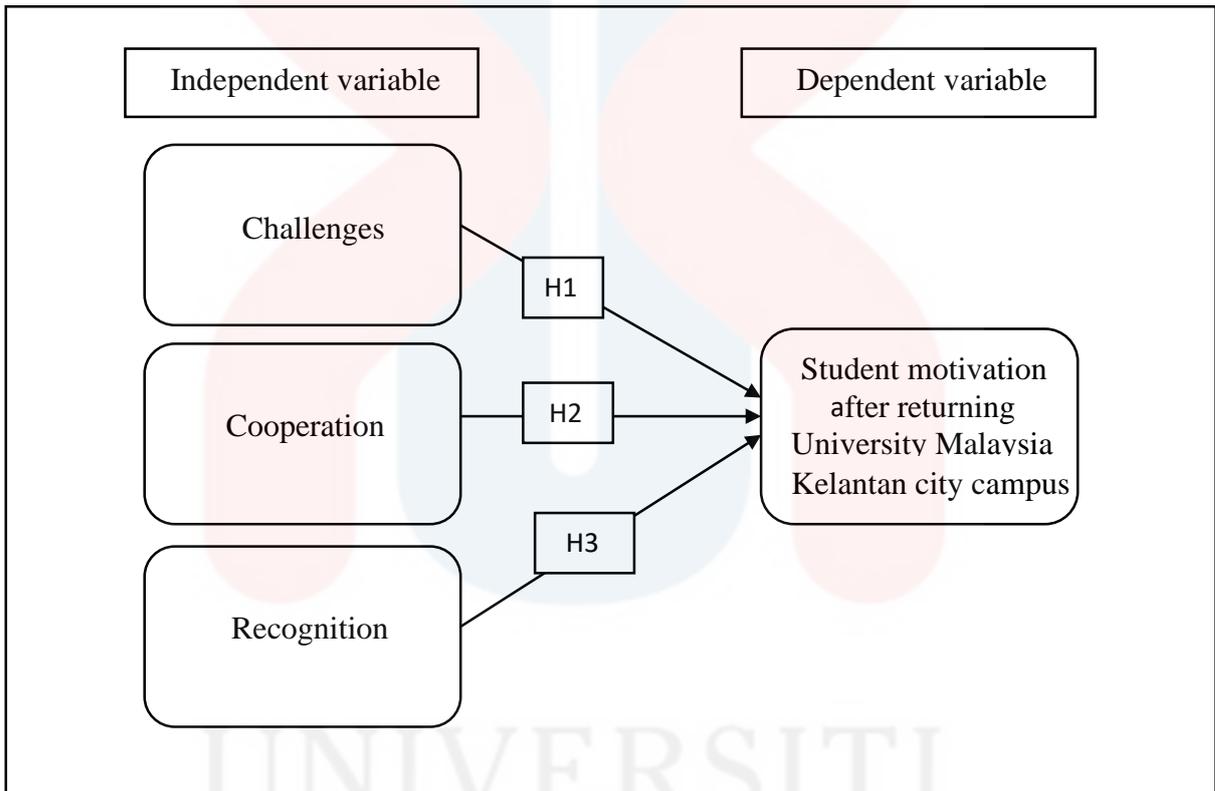
Figure 2.1: Conceptual framework

2.9 UNDERPINNED THEORY

In self-determination, motivation is expressed via the regulatory continue (SDT). According to SDT, the cause has several facets (Howard et al., 2021). According to this theory, the indications of students' levels of interest and motivation in online learning may be changed by new digital technologies (Chiu, 2021). Inspiration may come from various

sources, including intrinsic and external sources (Fryer and Bovee, 2016). It is essential to enhance training materials and determine the elements that influence the motivation of students to study.

Building a theoretical framework for learner motivation in autonomous e-learning may be accomplished by an in-depth assessment of relevant research articles, particularly in computer-based and distant education. Motivating factors come from the individual, the environment, and both (Dubey and Piroska, 2019; Kim and Frick, 2011). Internal factors might influence aspects of the path. Some examples of internal motivators include personal objectives and attributes and the desire to create or learn new things—external influences on the educational environment. The teacher's disposition, the parents, the circumstances of society, and environmental and psychological concerns are all examples of external factors. Learner motivation is affected by factors that are personal to the learner (Jalal and Mahmood, 2019). According to the findings of yet another piece of research on e-learning motivation, the following eleven strategies have been identified as effective in retaining students' interest: instructor incentives, excitement, mismatches, specificity, unpredictability, humor, questioning, involvement, breaks and stimulants, and narratives (Keller, Hrastinski, and Carlsson, 2007). According to the findings of another research, the existence of social interaction increases the enjoyment and motivation of online learning (Abou El-Seoud et al., 2014).

2.10 SUMMARY

This chapter discussed student motivation after returning the University Malaysia Kelantan city campus. This chapter is intended to categorize our research topic's dependent and independent variables. Three independent variables are listed in the study's literature review. The independent variables are challenges, cooperation, and recognition. Figure 2.1 from this chapter explains the dependent variable, independent variable, relationship between a dependent variable and an independent variable, hypothesis, and conceptual framework.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter discusses analytical approaches. The method of analysis employed to finish the case study is described in this chapter. The study methodology, target population, sample size, sampling procedure, data collection, research instrument, data analysis, and chapter description for this report have all been completed. Because research is a form of intellectual activity, it must be used in a business setting (Kothari,2004). Finally, the methodology of this investigation has been described. This part illustrates the whole process of carrying out this study session. When doing industrial research, analysis is a form of analytical practice that must be employed (Kothari,2004). The study procedure, data gathering method, sample strategy, and work produced are all part of the analysis approach.

3.2 RESEARCH DESIGN

Research designs are a set of procedures for conducting research that can range from general hypotheses to data collection methods. This strategy included several decisions we made, which can be followed differently to make sense. The main conclusion is deciding which way to research a specific topic. The target audiences for the study, the research problem or issue being addressed, the researchers' personal experiences, and the research design chosen are all factors (Creswell, 2009). Qualitative

and quantitative research are the two types of research. Quantitative methods are theoretically validated, numerically measured, and statistically analyzed, focusing on objectivity and reproducibility. Smith and colleagues (1979). To draw conclusions or test hypotheses, quantitative analysis design relies on numerical evidence. Inequality for both will influence the decision of characters who wish to be completed. Tests, questionnaires, probability sampling, and document reviews are quantitative data sources.

A quantitative research approach was applied in this investigation. To test the relationship between collected data, quantitative observation based on statistical data is used. Quantitative research designs are used when statistical conclusions for a set of actionable insights are significant. The main distinction between the four types is the amount of design control the researcher has over the variable in the experiment (Fatima, 2019). This study will employ quantitative methods. This is because the quantitative research strategy assumes continuous and distinct numerical data. Quantitative is also referred to as numerical form. The primary purpose of this study is to investigate the relationship between students' issues, collaboration, recognition, and motivation upon their return to the University Malaysia Kelantan city campus. Second, more significant sample size analyses are feasible. Because the research included students from the Faculty of Hospitality, Tourism, and Wellness, the findings apply to the broader public. Third, each responder may be given a regular and formal questionnaire.

3.3 POPULATION

A target population is a large group of persons from whom the statistical sample for the research was drawn. Muhammad Nur Amirul and Devapriya Dasi (2021) claimed that the population is a collection of people, situations, or topics of interest from whom

the researcher must make conclusions. In other words, "population" refers to the entire group of people or things about which the researcher wishes to generalize each University Malaysia Kelantan city campus student's motivation. According to the Faculty of Hospitality, Tourism, and Wellness database, the faculty has around 2518 students. The study's target population will be 2518 persons since the letter 'N' represents population size.

3.4 SAMPLE SIZE

A meaningful sample size is a collection of items selected from the total population to reflect the population, such as the number of participants in a research project. To provide an accurate representation of the population data in the study, proper processes for selecting the right sample size must be used. This is done to maximize the efficiency and precision of the research process. If the researcher just employed a tiny sample size of the population to represent the reality of the whole population, the data's accuracy would deteriorate. In contrast, using fewer sample sizes from a population increases the cost and time required to finish the study. Therefore, the appropriate sample size is used in this research to guarantee that the data-collecting procedure is carried out appropriately. If the researcher only used a small sample size of the population to represent the reality of the whole population, the accuracy of the data would decrease. The sample size for this research is expected to be 335 students, meaning the entire population. Krejcie and Morgan (1970) estimate that 335 respondents are required to represent about 2518 students statistically.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
50	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note – N is the population size.

S is the sample size

Table 3.1: (Krejcie and Morgan) Table for determining sample size from a given

population (1970)

3.5 SAMPLING METHOD

The researchers employed non-probability sampling approaches for their investigation. Samples were gathered from the hospitality, tourism, and wellness department at the University of Malaysia Kelantan. According to MC Combes (2021), the sampling method refers to selecting the people from whom you will gather all the data for your research. Using this method, researchers may pick and choose which studies to conduct depending on factors they know their target audience would care about. In addition, non-probability cannot be computed in the selection of the sample in any sampling method. If respondents are not chosen at random, it is hard to get an accurate estimate of the sample distribution needed to determine the margin of error in a survey (Yan Piaw, 2012).

Furthermore, convenience sampling is used to improve results and simplify selection. Convenience sampling refers to the practice of selecting respondents who are already prepared and readily available. Furthermore, convenience sampling is expected to be a popular and low-cost approach among students. It is also a more convenient sampling method than other methods (Ackoff, 1993). Furthermore, the researcher overcame numerous study constraints, such as convenience sampling. Convenience sampling is typically low-cost and straightforward, with readily available subjects. Convenience sampling allows researchers to collect data that would not have been possible otherwise in the absence of a sampling frame.

3.6 DATA COLLECTION PROCEDURE

This strategy may be used with either primary or secondary data. According to Jovancic and Nemanja (2019), preliminary data (also known as raw data) is information obtained directly from the source, while secondary data is information that has already been acquired, arranged, and analyzed by another researcher. Primary data analysis studies include gathering data for the issue from reliable sources such as students, the institution, the public, or other research groups. Gathering information from published sources that is relevant to the current study subject is what secondary data research comprises. The significant facts gained from the survey. The survey was completed by 335 students from the University of Malaysia Kelantan's hospitality, tourism, and wellness department. The researchers spent almost two weeks collating the information from their responses.

The google form contains questions and answers, and a questionnaire response session was held at the study site via a survey so that participants could immediately respond to questionnaires online. Meanwhile, secondary data is gathered using periodicals and textbooks. The purpose of secondary data is to collect descriptive information to aid decision-making. This analysis includes online resources from related fields, such as Information Library Management, Online Newspapers, Magazines, and Journals. The University of Malaysia Kelantan distributes 40 questionnaires to respondents aged 19 to 26 for an online survey.

3.7 RESEARCH INSTRUMENT

The researcher created a questionnaire checklist to collect the relevant information for the student's profile. Readings, previous studies, professional literature, and relevant published and unpublished these were the foundation for the questionnaires developed by the researchers. According to Umoh (2019), Researchers can use a variety of assessments for their studies, such as surveys, case studies, & questionnaires, depending on the nature of the research. During the instrument preparation process, it was decided that adequate instruments for data collection were required. For preparing the respondent's knowledge, for example, a statement elucidating a related circumstance or worry has been offered. This research used a questionnaire to collect data and get the information needed to complete the investigation. Furthermore, since the study is standardized, it is often less costly and simpler to follow than alternative options. Again, given the efficacy of this technique of data and information collecting, a high number of people participated in this research.

These three unique categories will be used to structure the questions. The responder is asked to submit demographic information such as their gender, age, ethnicity, year of study, and programme in Section A. Parts B, C, D include problems involving the independent variable and E for dependent variable. Section A's questionnaire architecture uses a nominal and interval scale, while Sections B, C, D and E employ the Likert Scale.

The survey's researchers determined that the Likert Scale, which includes five points, would be the most appropriate rating system for respondents to use when responding to the questions. Only Sections B, C, D, and E use the Likert Scale, which provides five possible responses. This grading system is simple to use and invites

feedback from people who use it. The degree to which respondents agree or disagree with a particular statement is quantified on an ordinal scale of five points on a typical Likert scale (Sullivan & Artino, 2017). Participants in this quiz may pick one of five answers: 1 indicates strongly disagree, 2 indicates strong disagree, 3 indicates neutrality, 4 indicates agree, and 5 indicates strong agree. Each question allows respondents to choose just one answer. Students from the Hospitality, Tourism and Wellness Faculty will respond.

Table 3.2: The 5-point Likert Scale

strongly disagree	disagree	neutral	agree	strongly agree
1	2	3	4	5

Source: Mcleod, S (2019), Liker scale definition, Examples, and Analysis

3.8 DATA ANALYSIS

Data analysis is the systematic process of summarising, obtaining, and analysing data to explain and demonstrate it. Furthermore, data analysis aims to extract relevant information from data and base judgments on that information. Primary and secondary data are employed in research procedures. Preliminary data in this inquiry is material acquired from the original researcher and evaluated using the Statistical Package for the Social Sciences (SPSS). SPSS is a group of software tools that work together. According to Ahmad et al. (2019), quantitative research is a study that uses theoretical physics methodologies to create numerical data and facts via questionnaire data collection. This curriculum's primary purpose is to assess empirical evidence in social science. These

recordings might be helpful in data mining, surveys, and market research. Researchers can swiftly examine market demand for a product using the statistical data acquired and adjust their approach. SPSS organizes and stores data before combining it to get the desired result.

SPSS is designed to work with a wide range of variable data types. Furthermore, the outcome may be obtained as a graphical representation, making the conclusion more straightforward to grasp for the user. SPSS was selected as a statistical analysis tool since the data is stored in a spreadsheet-like table. It also produces standard descriptive statistics for question replies, such as closed question frequency counts and multiple-choice question distributions. It generates graphical representations of questionnaire data for reporting, presentations, and publishing, as well as carrying out question correlation research and collecting open-ended replies. SPSS helps academics by speeding up data collecting and simplifying quantitative analysis. Consequently, the researcher evaluates the quantitative data using descriptive statistics, reliability tests, and the Pearson Correlation Coefficient.

3.8.1 DESCRIPTIVE STATISTIC

Descriptive statistics are used in research to describe the essential characteristics of the data. These are executive summaries of the study and the activities that followed. Combined with fundamental graphical analysis, they provide the foundation for almost all quantitative data analysis. Descriptive statistics are fantastic for offering verifiable and trustworthy explanations. Because many people measure on any scale, a sample may include numerous measures. In theory, descriptive statistics reduce massive amounts of

data. Each descriptive statistic condenses much information into a short explanation. Data was gathered and analyzed utilizing descriptive as well as deductive reasoning. Descriptive analysis will produce demographic profiles that include the percentage, frequency, mean, and median of responses. The media panel range determines whether respondents agree or disagree with the questionnaire's premise. An essential quantitative representation of the input data set is required for descriptive analysis. It enables researchers to thoroughly experience data by providing additional information to contextualize the findings. It also gives students the information they need to contextualize the data.

3.8.2 RELIABILITY TEST

The questionnaire's dependability was evaluated using reliability analysis. A system's dependability refers to its ability to compute anything. The measurement is correct if the same result can be generated precisely using the same procedure under the same circumstances. Different variants of the exact computation are compared to calculate reliability. Reliability testing aims to extensively test the software system to guarantee that the team discovers and corrects any system faults and flaws. The three categories of dependability are test reliability, parallel type reliability, and inter-rater reliability. The Cronbach's Alpha coefficient was employed in this research to examine internal and scale reliability. The range of internal Cronbach's Alpha values is shown in the table below. The first represents an exceptional value (0.90), the second a good value (0.80), and the third a good value (0.80). (0.70). The median degree of dependability (0.60) is a dubious number. Furthermore, the reliability (0.50) could be higher, and dependability below 0.50 is undesirable.

Table 3.3 : Cronbach's Alpha coefficient and internal reliability

Coefficient of Cronbach's Alpha	Internal Reliability
≥ 0.90	Excellent
≥ 0.80	Good
≥ 0.70	Acceptable
≥ 0.60	Questionable
≥ 0.50	Poor
< 0.50	Unacceptable

Sources: Pankhania, T. B., (2014)

3.8.3 CORRELATION TEST

Internal reliability and the range of Cronbach's Alpha coefficients Correlation analysis is a non-experimental study that looks at the statistical connection between two variables. Academics interested in statistical correlations between variables prefer correlation studies over experiments for two reasons. Second, they are skeptical of the statistical association's causality. Researchers prefer regression testing over experimentation because it is more accurate. The researcher cannot assume that the statistical association under consideration is causative. Trying to influence an uncontrolled variable is neither practical nor moral. One of the most significant calculations is rule of tumb. It is typically a good idea for the person doing the study to calculate the value of the correlation coefficient to evaluate the strength of the relationship between the two variables when conducting a statistical test two variables (Thakur, 2019).

Pearson Correlation Analytical (PCA) is a critical analytical method for determining the strength of the linear connection between independent and dependent variables (IV and DV) (DV). The purpose of this research is to see whether there are any links between the dependent variable (DV), student motivation after returning to the University Malaysia Kelantan city campus, and the independent variables (IV), challenges, collaboration, and recognition. If a correlation exists, researchers must establish the degree to which the independent variable (IV) and dependent variable (DV) are related (DV).

The correlation coefficient will be shown as a number between -1 and 1, with -1 reflecting an entirely negative association and 1 representing a wholly positive one. The table depicts the fundamental rules of Correlation Coefficient size.

Correlation Coefficient Rule of Tumb

COEFFICIENT RANGE (R)	STRENGTH OF CORRELATION
0.9 to 1.0/ -0.9 to -1.0	Very High
0.7 to 0.9 / -0.7 to 0.9	High
0.5 to 0.7 / -0.5 to -0.7	Moderate
0.3 to 0.5 / -0.3 to -0.5	Low
0.0 to 0.3 / -0.0 to -0.3	Little, if any

Table 3.4: Source: Hinkle, Wiersma and Jurs (2003)

3.9 SUMMARY

This chapter will help the researcher comprehend the study's design, population and sample, sampling methodologies, tools, and data analysis, including descriptive statistics, a reliability test, and Pearson Correlation. The researcher may learn how to employ research design and work, as well as other components, because of this study. This chapter also examines the distribution of questionnaires and how they might be used in this study.

CHAPTER 4

RESULT AND DISCUSSION

4.1 INTRODUCTION

This chapter outlines the outcomes and conclusions of the research that was done using the data obtained from the survey given to the 327 participants in this study. Data were examined and analyzed to determine the connection between returning to the campus of Universiti Malaysia Kelantan and student motivation. The hypothesis could thus be tested, and the study's research goal might be satisfied. Version 25 of the Statistical Package for the Social Sciences (SPSS) is used to analyze the data. By using the forms of research in this chapter and the types of analysis listed below, the outcome of the SPSS examination is explained in this section:

a) Descriptive analysis

According to Kaliyadan and Kulkarni's (2019) study, descriptive statistics may be used to summarise data using both graphic summaries like histograms and box plots as well as straightforward numeric measurements like percentages or means. One variable or several variables can be described using descriptive statistics.

b) Test for Reliability

The dependability of a procedure refers to how consistently it evaluates something. When the same result can be regularly achieved using the same methods and under the same circumstances, the measurement is considered reliable (Middleton, 2020).

c) Analysis of Pearson Correlation

To determine how closely two quantitative variables are connected, the statistical method known as Pearson correlation analysis is utilised. A high correlation indicates a substantial relationship between two or more variables, whereas a weak correlation indicates a shaky connection between the variables, according to Franzese and Luliano (2018). This kind of research is useful for figuring out whether there could be connections between variables (Djsresearch, 2020).

4.2 RELIABILITY TEST

Reliability, according to Kubai Edwin (2019), is "the amount to which measures are repeated when different people perform the measurement on different occasions, under different conditions, supposedly with alternate tools that measure the construct or skill".

The relationship between reliability and validity may be explained with a simple specimen of a weighing device. The weighting method is both accurate and legitimate if it properly estimates the weight. If the device calculates irregularly from time to time, it is not correct and cannot be precise. The reliability of the computation reveals the consistency and accuracy at which the tool calculates the definition and, as a result, adds to the quality of the measure. The sum of these numbers approaches the number's value.

So based on the study conducted, the main sources of the respondents will be calculated in the form of statistics. Based on the observations explained, all the data results in this statistical reliability show that, on average, Cronbach's Alpha has a value that is lower than 0.9, while the value of Internal Consistency is "good" level.

Dependent Variable	Cronbach's Alpha	Number of Items
Student's motivation	.836	10
Independent Variables		
Challenges	.703	10
Cooperation	.837	10
Recognition	.871	10

Table 4.1: Reliability Statistic

The entire value of the Cronbach's Alpha Coefficient, which was computed for both the independent and dependent variables used in this inquiry, is shown in Table 4.1. We may deduce from the table that all of the variable's values were more than 0.8. As a result, the reported result is trustworthy and is acceptable for this research.

Ten questions were created to assess a student's motivation as the dependent variable. This section's question's Cronbach's Alpha value was discovered to be 0.836, indicating that the Internal Consistency is "good." The data was displayed in Table 4.1. The coefficients discovered for the inquiries in the student's motivation variable were therefore accurate.

Ten evaluation questions for difficulties were then included as an independent variable. Because the data is less than 0.8, Cronbach's Alpha coefficient in this section of

the report is 0.703, which is in the "acceptable" range. The reported coefficients for the questions in the scenery variable were therefore acceptable.

However, 10 questions were needed after the fact to identify collaboration as an independent variable. Because the data is less than 0.9, the Cronbach's Alpha coefficient displayed in this section of the report is 0.837, which is regarded as "good". As a result, the computations of the coefficients for the questions in the sincerity variable were reliable.

Finally, 10 questions were posed to gauge awareness of independence. The data in this section have a Cronbach's Alpha coefficient of 0.871, which is regarded as "good" because it is less than 0.9. Considering this, it may be said that the coefficients obtained for the recognition variable's questions were reasonable.

4.3 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The researchers' initial finding employed frequency analysis. The demographic information from Section A of the questionnaire, such as the respondents' gender, age, ethnicity, year of study, and programme, was included. A table with the respondents' demographic characteristics was displayed..

4.3.1 Gender of Respondents

Table 4.2 and Figure 4.1 shows the demographics based on the gender of the respondents.

GENDER OF RESPONDENTS

■ MALE ■ FEMALE

39%

61%
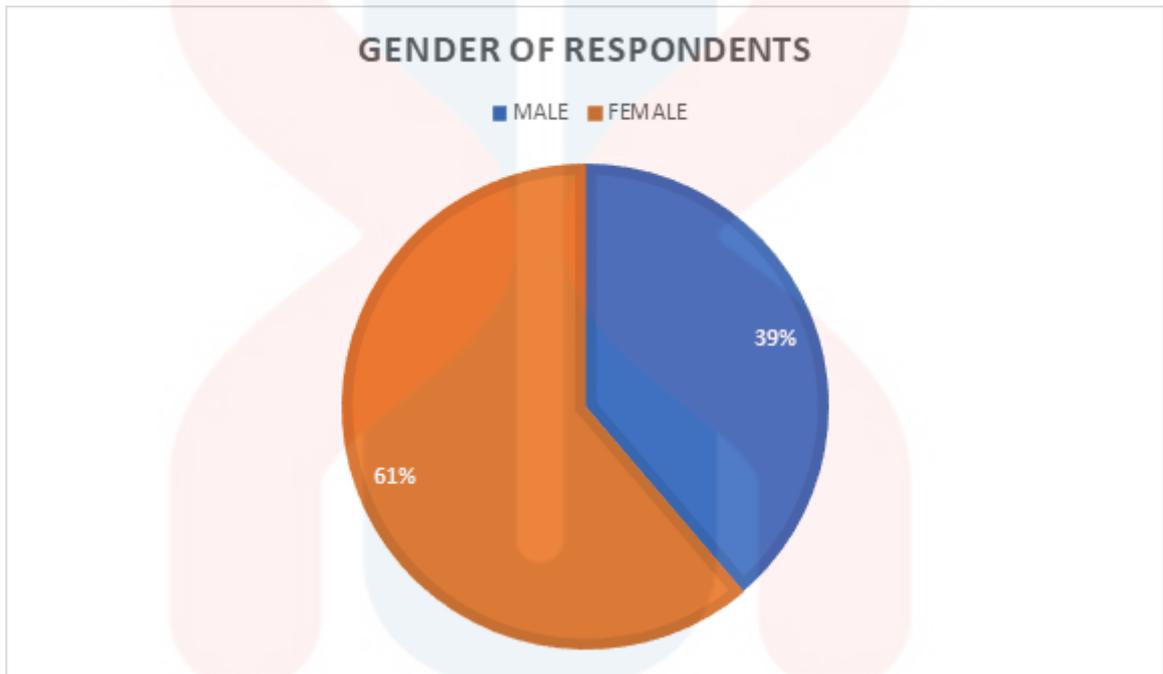
Table 4.2: Gender of Respondents

Gender	Frequency (person)	Percentage (%)
Male	118	36.1
Female	209	63.9
Total	327	100.0

SOURCE: SPSS

The demographics of the respondents depending on gender are shown in Table 4.2 and Figure 4.2. demographics of the respondents broken out by gender. 118 respondents (36.1%) of the total group of respondents are men, according to the data. There are 209 responses (63.9% of the total) who are female.

4.3.2 Age of respondents

Table 4.3 and Figure 4.2 shows the demographics based on the age of respondents.
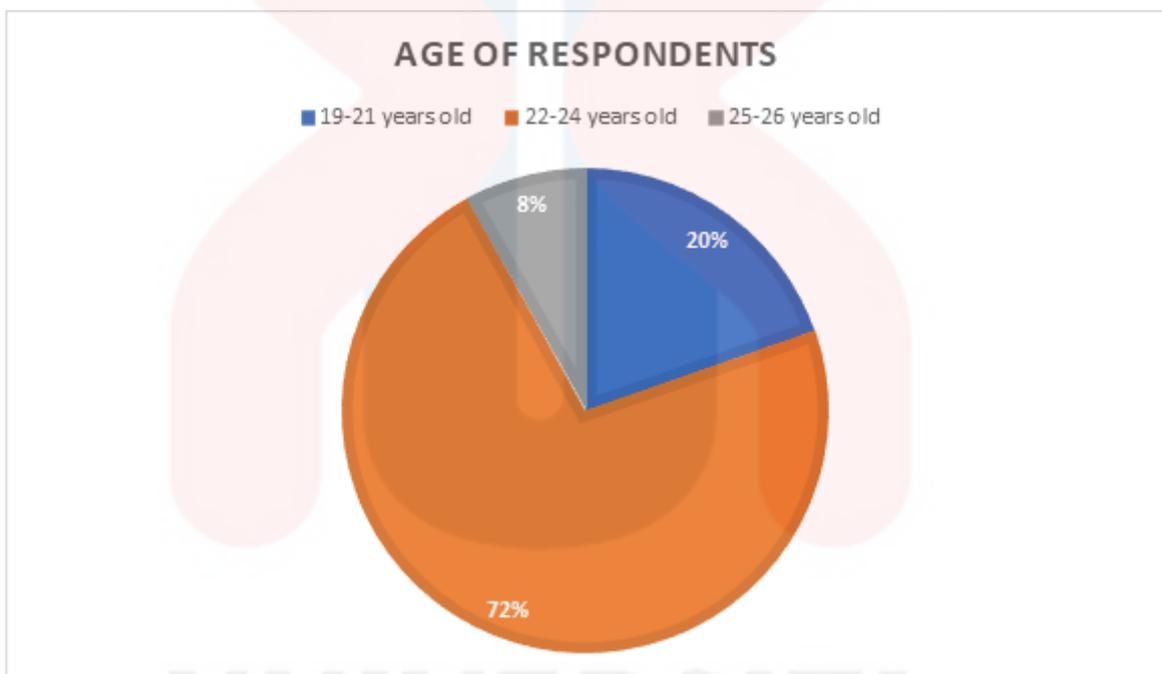
Table 4.3: Age of Respondents

Age	Frequency (person)	Percentage (%)
19-21 years old	64	19.6
22-24 years old	236	72.2
25-26 years old	26	8.0

The total responses have been separated down by age in Table 4.3 and Figure 4.2. There were 327 responses, 64 of whom were under the age of 21, distributed over that range. 236 replies were provided by those who were between the ages of 22 and 24. There are 26 respondents in the final group, who are between the ages of 25 and 26. Figure 4.2 revealed that respondents between the ages of 19 and 21 had the highest proportion of responses (19.6%), followed by respondents between the ages of 22 and 24 (72.2%), and respondents between the ages of 25 and 26 had the lowest percentage (8.0%).

4.3.3 Ethnicity of respondents

Table 4.4 and Figure 4.3 shows the demographics based on the ethnicity of respondents.
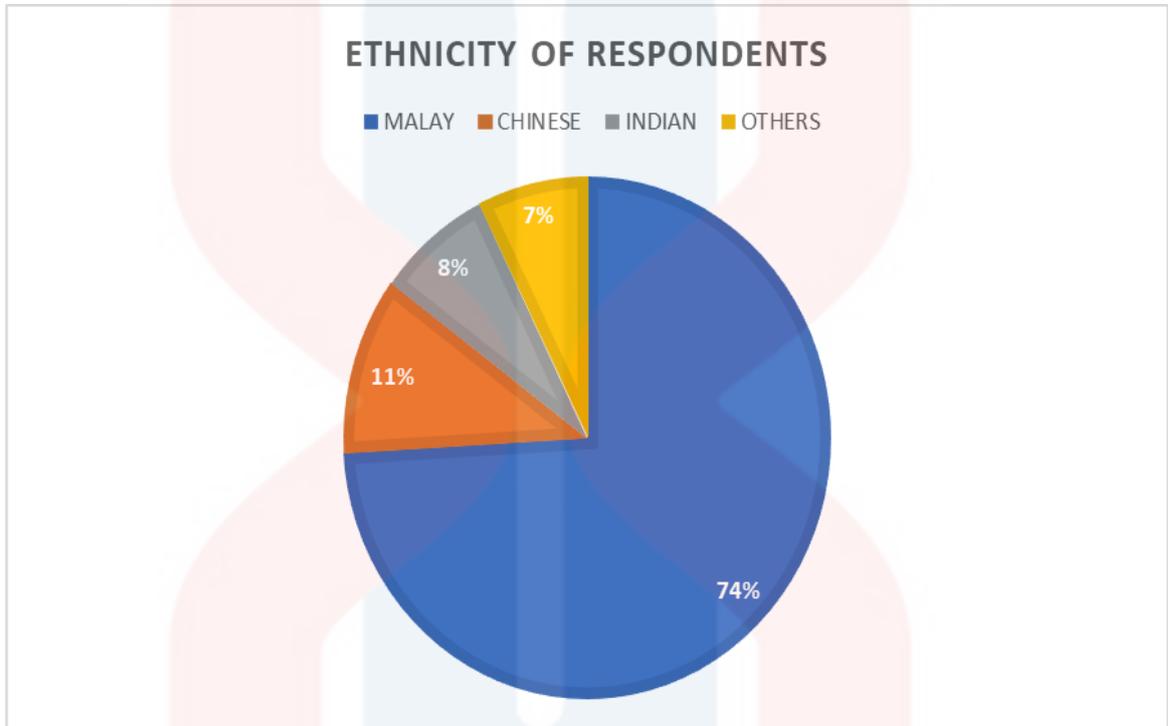
Table 4.4: Ethnicity of Respondents

Ethnicity	Frequency (person)	Percentage (%)
Malay	242	74
Chinese	36	11
Indian	25	7.6
Others	24	7.3

SOURCE: SPSS

The demographics of the respondents depending on ethnicity are shown in Table 4.4 and Figure 4.3. Malay respondents made up 242 of the totals. Chinese respondents made up 36 of the totals. 25 responders from India made up the entire sample. Finally, there were just 24 replies in the others category. Out of 327 respondents, 74% were Malay, 11% were Chinese, 7.6% were Indian, and the other respondents were from other ethnic groups.3% of the respondents took part in this survey as additional respondents.

4.3.4 Year of Study

Table 4.5 and Figure 4.5 shows the demographics based on the year of study of respondents.
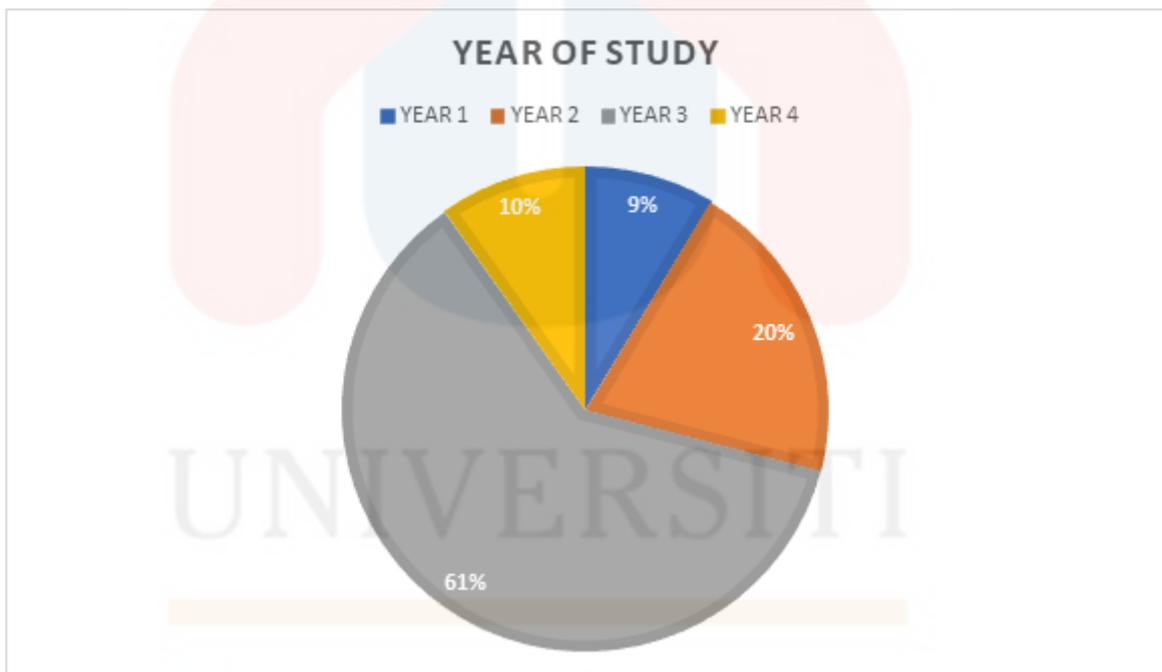
Table 4.5: Year of study of Respondents

Year of study	Frequency (person)	Percentage (%)
Year 1	28	8.6
Year 2	67	20.5
Year 3	200	61.2
Year 4	32	9.8

SOURCE: SPSS

By research year, the total number of respondents was displayed in Table 4.5 and Figure 4.4. There were 327 responders, compared to 28 respondents in year 1. In year 2, there were 67 responses; in year 3, there were 200 responders. 32 people made up the final round of responders in the fourth grade. According to Figure 4.2, the third year had the largest percentage of responders (61.2%), followed by the second year (20.5%), the third year (8.6%), and the first year (8.6%).

4.3.5 Programme of respondents

Table 4.6 and Figure 4.5 shows the demographics based on the programme of respondents.
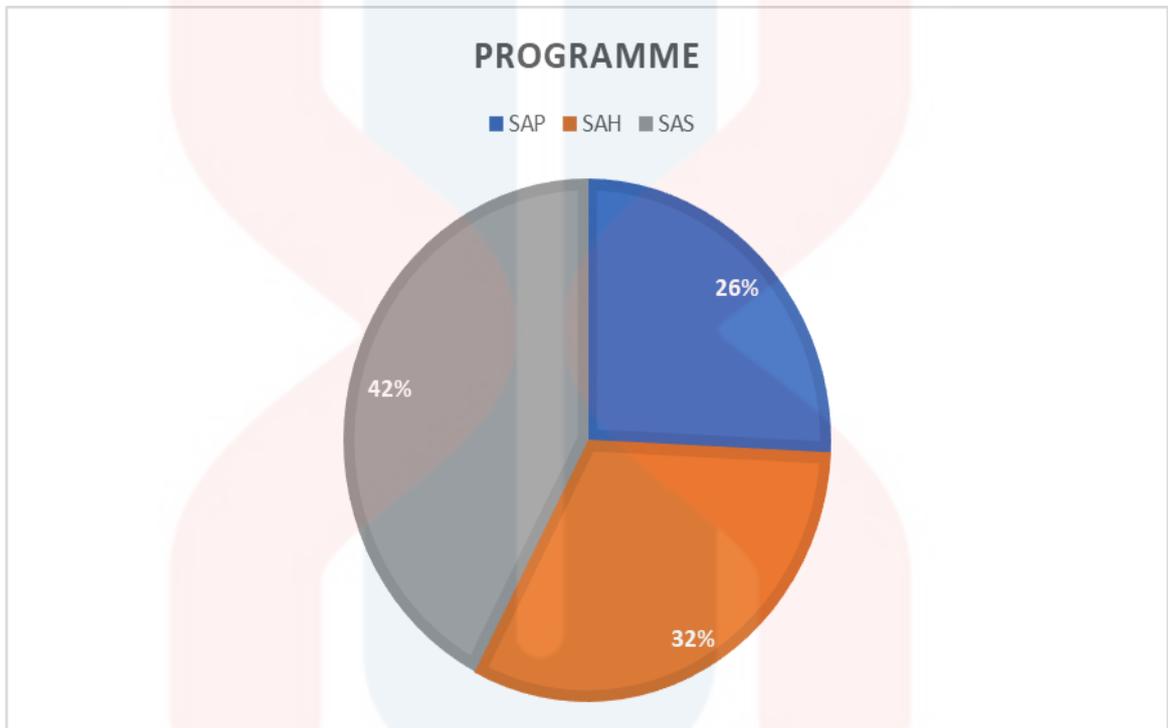
Table 4.6: Programme of Respondents

Programme	Frequency (person)	Percentage (%)
SAP	84	25.7
SAH	104	31.8
SAS	139	42.5

SOURCE: SPSS

The demographics of the respondents according to the respondents' program are shown in Table 4.6 and Figure 4.5. The total number of respondents for SAP was 84, whereas the total number of respondents for SAH was 104. Finally, there were 139 replies for SAS. Out of a total of 327 responders, 25.7% of them were SAP, 32.8% were SAH, and the remaining 42.5% were other participants in the research.

4.4 RESULT OF DESCRIPTIVE ANALYSIS

An approximation of the centre of a data distribution is the central tendency of the distribution. We used mean and standard deviation to determine the independent and dependent variables' central tendency. By adding together all the values and dividing them by the overall number of values, the mean is computed. The standard deviation demonstrates the relationship between a set of data and the sample average (Trochim, 2020).

This study looked at the mean and standard deviation for questions in sections B, C, D, and E of the questionnaires to identify challenges, cooperation, and recognition (independent variables), as well as student motivation after returning to UMK (dependent variable). Based on the results of the analysis, the researchers compared the means between independent factors and dependent variables for each item in surveys. The responses from the respondents are rated using a 5-Likert Scale, with 1 denoting "Strongly Disagree," 2 "Disagree," 3 "Neutral," 4 "Agree," and 5 denoting "Strongly Agree." The analysis's results are shown in the following table.

\

4.4.1 Independent Variables and Dependent Variables

Table 4.7: Descriptive Analysis

Variables	N	Mean	Standard deviation
Challenges	327	3.5184	0.60736
Cooperation	327	3.7491	0.68436
Recognition	327	3.9988	0.71537
Student motivation	327	3.7509	0.68423

SOURCE: SPSS

The value of the respondents, the mean, and the standard deviation of the independent and dependent variables were displayed in Table 4.7. Recognition has a mean of 3.9988, which is the highest of the variables. The cooperation came in second with a mean score of (3.7491), while the challenges came in third with a mean value of (3.5184). Student motivation was the dependent variable, and its mean value was 3.7509.

4.4.2 Challenges (IV)

There are ten items that have been measured under the challenges factor by using Likert-Scale.

Table 4.8: Descriptive Statistic of Challenges (CH)

Variables	Items	SD	D	N	A	SA	Mean	Std. Deviation
CH1	I often wish I was doing something else in class.	60 18.3%	36 11.0%	50 15.3%	114 34.9%	67 20.5%	3.28	1.392
CH2	During class, I often miss important things because I'm thinking about other things.	76 23.3%	96 29.4%	60 18.3%	72 22.0%	23 7.0%	2.60	1.254
CH3	It is important for me to learn	32 9.8%	21 6.4%	29 8.9%	108 33.0%	137 41.9%	3.91	1.281

50

	what is taught in class.						
CH4	When the work is difficult, I either give up or learn only the easy part.	67 20.5%	111 33.9%	62 19.0	63 19.3%	24 7.3%	2.59	1.217
CH5	I always try to understand what the lecturer is saying, even if it doesn't make sense.	40 12.2%	70 21.4%	76 23.3%	83% 25.4	58 17.7%	3.15	1.284
CH6	I want to succeed in my studies because it is important to show my ability to my family, friends,	13 4.0%	3 0.9%	20 6.1%	93 28.4%	198 60.6	4.41	0.948

	employer or other people.						
CH7	I often feel so lazy or bored in class that I have trouble completing my assignments.	75 22.9%	101 30.9%	59 18.0%	53 16.2	39 11.9%	2.63	1.318
CH8	I use my class time well.	6 1.8%	8 2.4%	43 13.1%	160 48.9%	110 33.6%	4.10	0.850
CH9	I ask the lecturer for	12 3.7%	7 2.1%	44 13.5%	126 38.5%	138 42.2%	4.13	0.978

	help when I need it.						
CH10	I often attend classes.	12 3.7%	6 1.8%	22 6.7%	95 29.1%	192 58.7	4.37	0.978

Table 4.8 shows the mean, standard deviation, and challenges, which is the first independent variable (IV) in this research paper. Respondents strongly agreed that "I want to succeed in my studies because it is important to show my ability to my family, friends, employer or other people", this is because it has the highest value of 4.41. Furthermore, the respondents also agreed with the statement "I often attend class" because it has the second-highest value of 4.37. The third highest mean score statement was "I ask the lecturer for help when I need it" with a mean score of 4.13. Next, followed by a score of 4.10 is I use my class time well". then it is important for me to learn what is taught in class" with a score of 3.91. Next, "I often wish I was doing something else in class" got the fifth-lowest score with a value of 3.28. After that, "I always try to understand what the lecturer is saying, even if it doesn't make sense. " got the fourth-lowest score with a value of 3.15. The third-lowest score statement " I often feel so lazy or bored in class that I have trouble completing my assignment" listened to a mean score of 2.63. Besides that" during class, I often miss important things because I'm thinking about other things" got the second-lowest score with a value of 2.60 Finally, the lowest mean score is 2.59 which is "when the work is difficult, I either give up or learn only the easy part".

4.4.3 Cooperation (IV)

In cooperation, there are ten items that have been measured by using Likert-Scale.

Table 4.9: Descriptive Statistic of Cooperation (CO)

Variables	Items	SD	D	N	A	SA	Mean	Std. Deviation
CO1	I like working together in a group to complete a task.	13 4.0%	17 5.2%	36 11.0%	143 43.7%	118 36.1%	4.03	1.019
CO2	I like to ask other friends for opinions.	11 3.4%	7 2.1%	41 12.5%	137 41.9%	131 40.1%	4.13	0.949
CO3	I can easily focus on studying in groups.	14 4.3%	34 10.4%	59 18.0%	119 36.4%	101 30.9%	3.79	1.119
CO4	I like to ask friends about lessons that are not understood.	7 2.1%	13 4.0%	31 9.5%	141 43.1%	135 41.3%	4.17	0.912

CO5	I can discuss it with friends about the lesson.	8 2.4%	14 4.3%	35 10.7%	140 42.8%	130 39.8%	4.13	0.939
CO6	I like to share ideas with friends.	9 2.8%	11 3.4%	42 12.8%	150 45.9%	115 35.2%	4.07	0.927
CO7	I like to be the leader working in groups.	29 8.9%	51 15.6%	71 21.7%	100 30.6%	76 23.3%	3.44	1.249
CO8	I communicate easily when working in groups.	8 2.4%	13 4.0%	66 20.2%	142 43.4%	98 30.0%	3.94	0.938
CO9	I like to chat rather than discuss work.	32 9.8%	76 23.2%	67 20.5%	81 24.8%	71 21.7%	3.25	1.296

| CO10 | I like to keep quiet when studying in groups. | 85 | 108 | 47 | 57 | 30 | 2.51 | 1.294 |
| | | 26.0% | 33.0% | 14.4% | 17.4% | 9.2% | | |

<div align="right">**SOURCE: SPSS**</div>

Table 4.9 showed the mean, standard deviation, and rank of cooperation, which is the second independent variable (IV) in this research paper. Respondents strongly agreed that they "like to ask friends about lessons that are not understood" as it has the highest mean which is 4.17. The second highest mean is I can discuss with friends about lesson" and I like to ask other friends and groups" which is 4.13. The third highest mean score's statement "I like to share ideas with friends" has a mean of 4.07 which is in the strongly agree level, followed by 4.03 in "I like working together in a group to complete a task", then "I communicate easily when working in groups" has the mean of 3.94. Besides that," I can easily focus on studying in groups got the fourth–lowest score with a value of 3.79. The third-lowest score statement "I like to be the leader working in groups" listed a mean score of 3.44. Next, "I like to chat rather than discuss work" got the second-lowest scores score with a value of 3.25. Lastly, the lowest mean score is 2.51 which is "I like to keep quiet when studying in groups".

4.4.4 Recognition (IV)

In terms of recognition, there are ten items that have been measured by using Likert-Scale.

Table 4.10: Descriptive Statistic of Recognition (RE)

Variables	Items	SD	D	N	A	SA	Mean	Std. Deviation
RE1	Students will get a certificate when they attend a program.	11 3.4%	6 1.8%	39 11.9%	112 34.3%	159 48.6%	4.23	0.965
RE2	Students will get a certificate when they volunteer in a program	12 3.7%	10 3.2%	42 12.6%	127 38.4%	137 41.9%	4.13	0.992
RE3	I like being appointed as a student leader.	31 9.5%	62 19.0%	77 23.5%	88 26.9%	69 21.1%	3.31	1.261

RE4	I study solely to get the dean's certificate.	37 11.3%	50 15.3%	56 17.1%	95 29.1%	89 27.2%	3.46	1.335
RE5	Students will get marks for full attendance.	13 4.0%	16 4.9%	54 16.5%	106 32.4%	138 42.2%	4.04	1.069
RE6	I like to be a role model by dressing well in class.	11 3.4%	38 11.6%	82 25.1%	108 33.0%	88 26.9%	3.69	1.092
RE7	Students will be fined if they break the rules.	10 3.1%	8 2.4%	22 6.7%	149 45.6%	138 42.2%	4.21	0.905
RE8	Students will get a leave letter when sick.	9 2.8%	6 1.8%	51 15.6%	100 30.6%	161 49.2%	4.22	0.962

RE9	I am more enthusiastic when the lecturer praises my work.	11 3.4%	3 0.9%	20 6.1%	124 37.9%	169 51.7%	4.34	0.898
RE10	The university will reward students when they get excellent results.	11 3.4%	4 1.2%	24 7.3%	94 28.7%	194 59.3%	4.39	0.930

<div align="right">

SOURCE: SPSS

</div>

Table 4.10 indicates the mean and standard deviation for the third independent variable namely recognition. The highest mean score is 4.39 which is "the university will reward students when they get excellent results" followed by the second highest score mean, 4.34 is "i am more enthusiastic when the lecturer praises my work" and third highest score mean, 4.23 from statement "students will get certificate when they attend a program. Therefore, the score from the statement "students will get a leave letter when sick" is 4.22, meanwhile the score from the statement "students will be fined if they break the rules" is 4.21, followed by the statement "students will get a certificate when they volunteer in a program" is 4.13. The fourth-lowest score statement" students will get marks for full attendance" listed a mean score of 4.04. Next, "i like to be a role model by dressing well in class" got the third- lowest score with a value of 3.69. Then, the second-lowest mean score is 3.46 which is "I study solely to get the dean's certificate". Lastly,

the statement that takes the lowest score means is 3.31 from "I like being appointed as a student leader".

4.4.5 Student's motivation (DV)

In terms of student motivation, there are ten items that have been measured by using Likert-Scale.

Table 4.11: Descriptive Statistic of Student's Motivation

Variables	Items	SD	D	N	A	SA	Mean	Std. Deviation
SM1	I concentrate on my assignment	14 4.2%	16 5.0%	36 11.0%	142 43.0%	119 36.4%	4.04	1.021
SM2	I feel proud of my university	6 2.0%	12 3.2%	42 12.8%	132 40.2%	135 41.7%	4.12	0.951
SM3	I am a responsible student	13 4.2%	34 10.4%	57 17.0%	103 31.3%	120 36.7%	3.77	1.117

SM4	I am responsible for achieving my goals	7 2.1%	13 4.0%	30 9.3%	137 41.5%	140 43.0%	4.16	0.911
SM5	I am good at staying focused on my goals	6 2.0%	13 4.0%	36 10.8%	132 40.0%	140 42.8%	4.14	0.940
SM6	I respect other points of view, even if I do not agree.	9 2.8%	42 12.8%	11 3.4%	117 35.8%	148 45.3%	4.08	0.931
SM7	I work well in groups or teams	29 8.9%	50 15.3%	71 21.7%	77 23.5%	100 30.6%	3.43	1.248
SM8	It is easy for me to convey my	8 2.4%	65 19.9%	13 4.0%	142 43.4%	99 30.3%	3.95	0.939

	thoughts and ideas						
SM9	I finish whenever I start something	31 9.7%	77 23.2%	66 20.2%	72 21.9%	81 24.8%	3.26	1.297
SM10	I always can come up with new ideas	46 14.2%	58 17.6%	30 9.2%	86 26.2%	107 32.7%	2.50	1.292

<div align="right">**SOURCE: SPSS**</div>

Table 4.11 shows the mean, standard deviation, and student motivation after returning to the UMK campus city, which is the dependent variable (DV) in this research paper. Respondents strongly agreed that "I am responsible for achieving my goals ``, this is because it has the highest value of 4.16. Furthermore, the respondents also agreed with the statement "I am good at staying focused on my goals" because it has the second-highest value of 4.14. The third highest mean score statement was "I feel proud of my university " and listed a mean score of 4.12. Next, followed by a score of 4.08 is "I respect other points of view, even if I do not agree". then "I concentrate on my assignment" with a score of 4.04. Next, "It is easy for me to convey my thoughts and ideas" got the fifth-lowest score with a value of 3.95. After that, "I am a responsible student" got the fourth-lowest score with a value of 3.77. The third-lowest score statement "I work well in groups or teams' 'listed a mean score of 3.43. Besides that, "I finish whenever I start something"

got the second-lowest score with a value of 3.26 Finally, the lowest mean score is 2.50 which is "I always can come up with new ideas".

4.5 PEARSON'S CORRELATION COEFFICIENT

The Independent Variable (IV) (cooperation, challenges, and recognition) and the Dependent Variable (DV) (student motivation after returning to the University Malaysia Kelantan city campus) were compared using Pearson correlation. Pearson's correlation is used to assess the degree of link between the independent and dependent variables' originating sources for the table range (Hinkle, Wiersma, and Jurs, 2003). The researchers' chosen guideline coefficient correlations and connection strengths are displayed in the table below. A number between -1 and 1, with -1 signifying a completely negative correlation and 1 signifying a completely positive correlation, will be used to represent the correlation coefficient. The table displays the fundamental standards for correlation coefficient size.

Correlation Range (R)	Strength of Correlation
(0.9 to 1.0) or (-0.9 to -1.0)	Very Strong
(0.7 to 0.9) or (-0.7 to 0.9)	Strong

(0.5 to 0.70) or (-0.5 to -0.7)	Moderate
(0.3 to 0.5) or (-0.3 to -0.5)	low
(0.0 to 0.3) or (-0.0 to -0.3)	Little, if any

Table 4.12: Result of Pearson Correlation Analysis

		Challenges	Cooperation	Recognition	Students' motivation
Challenges	Pearson Correlation	1	.426**	.443**	.424*
	Sig (2-tailed)		.000	.000	.000
	N	327	327	327	327
Cooperation	Pearson Correlation	.426**	1	.726**	.099**

	Sig (2-tailed)	.000		.000	.000
	N	327	327	327	327
Recognition	Pearson Correlation	.443**	.762**	1	.760**
	Sig (2-tailed)	.000.	.000		.000
	N	327	327	327	327
Students' motivation	Pearson Correlation	.424**	.999**	.760**	1
	Sig (2-tailed)	.000	.000	.000	
	N	327	327	327	327

SOURCE: SPSS

4.6 DISCUSSION BASED ON RESEARCH OBJECTIVES

The objective of the discussion is to better comprehend research challenges by interpreting and describing the outcomes of the data analysis from the previous chapter. As a result, the talks are pertinent to the Chapter 1 research questions. The results of the correlation test between the four independent variables and the dependent variables will also be briefly examined.

There are three aims for this study that are connected to it:

The relationship between the challenges and Student motivation after returning to the University Malaysia Kelantan city campus.

H1- There is a significant relationship between the challenges and Student motivation after returning to the University Malaysia Kelantan city campus.

Correlations				
			Challenges	**Students' motivation**
Pearson	**Challenges**	**Correlation Coefficient**	**1**	**.424***
		Sig. (2-tailed)		**.000**

			327	327
		N	327	327
Students' motivation	Correlation Coefficient	.424	1	
		Sig. (2-tailed)	.000	
		N	327	327

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

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

Table 4.13: Relationship between challenges and Student Motivation after Returning to the University Malaysia Kelantan City campus.

The first factor of intrinsic motivation is particularly challenging to achieve. People are more driven when pursuing personal goals, and success is attainable but still needs to be assured. These goals may be related to self-esteem if a performance rating is available. According to studies, perceived difficulties are essential to promoting intrinsic motivation (Abuhamdeh & Csikszentmihalyi, 2012a; Abuhamdeh, Csikszentmihalyi, & Jalal, 2015).

The results stated that there is a relationship between challenges and students' motivation after returning to the University Malaysia Kelantan city campus. According

to the Pearson Correlation Analysis, challenges have a low correlation which is 0.424*
on the relationship between challenges and motivation after returning to the University
Malaysia Kelantan city campus. The findings show that there is a significance between
challenges and students' motivation which is the p-value is 0.000 which is less
significance level of 0.01. Therefore, this study rejects the null hypothesis H0a and
accepts the alternative hypothesis H1a for Hypotheses 1.

**4.5.2 The relationship between the cooperation and Student motivation after
returning to the University Malaysia Kelantan city campus.**

**H2- There is a significant relationship between the cooperation and Student
motivation after returning to the University Malaysia Kelantan city
campus.**

Correlation				
			Cooperation	**Students' motivation**
Pearson	**Cooperation**	**Correlation Coefficient**	**1**	**.999**
		Sig. (2-tailed)		**.000**
		N	**327**	**327**

	Students' motivation	Correlation Coefficient	.999	1
		Sig. (2-tailed)	.000	
		N	327	327

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

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

Table 4.14: Relationship between cooperation and Student motivation after returning to the University Malaysia Kelantan city campus.

Cooperation is the second factor of intrinsic motivation. People's intrinsic drive grows when they enjoy serving others. This is also true when comparing your performance to that of others. Collaborative learning has been presented as a teaching strategy to encourage young people about performance goal theory. According to self-determination theory, intrinsic motivation is linked to addressing basic psychological needs, making this a great educational strategy for boosting inherent motivation.

According to the findings, cooperation, and students' motivation after returning to the University Malaysia Kelantan city campus are related. After returning to the University Malaysia Kelantan city campus, collaboration and motivation have a very high positive link, with a value of 0.999, according to the Pearson link Analysis. The results indicate a connection between students' motivation and collaboration. The p-value is

0.000, below the significance threshold of 0.01. As a result, for Hypotheses 2, this study rejects the null hypothesis H0a and accepts the alternative hypothesis H1a

4.5.3 The relationship between the recognition and Student motivation after returning to the University Malaysia Kelantan city campus.

H3- There is the significant relationship between the recognition and Student motivation after returning to the University Malaysia Kelantan city campus.

Correlations				
			Recognition	**Students' motivation**
Pearson	**Recognition**	**Correlation Coefficient**	**1**	**.760****
		Sig. (2-tailed)		**.000**
		N	**327**	**327**
	Students' motivation	**Correlation Coefficient**	**.760**	**1**

		Sig. (2-tailed)	.000	
		N	327	327

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

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

Table 4.15: Relationship Between recognition and Student motivation after Returning to the University Malaysia Kelantan city campus.

The last table investigated the connection between motivation and recognition after returning to the campus of the University of Malaysia in Kelantan. According to the data in the table, motivation among students who return to the University of Malaysia Kelantan city campus is correlated with their level of recognition. After returning to the University Malaysia Kelantan city campus, collaboration and motivation showed a high positive link, with a value of 0.760, according to the Pearson link Analysis. The results demonstrate a connection between student motivation and recognition. Less than the significance level of 0.00, the p-value is 0.000. As a result, this study rejects the alternative hypothesis H1a for Hypotheses 3 and supports the null hypothesis H0a.

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Hypothesis	Sig result
H1- There is a significant relationship between the challenges and student motivation after returning to the University Malaysia Kelantan city campus.	p=0.424, p< 0.01 (supported)
H2-There is a significant relationship between cooperation and student motivation after returning to the University Malaysia Kelantan city campus.	p=0.999, p<0.01 (supported)
H3-There is a significant relationship between recognition and student motivation after returning to the University Malaysia Kelantan city campus.	p=0.760, p< 0.01 (supported)

Table 4.16 Summary of Hypothesis Testing

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4.7 SUMMARY

This chapter's study of data analysis techniques, including descriptive analysis and Pearson's Correlation Coefficient analysis, will be summarized. Additionally, the discussion and findings of this study are covered in the chapter that follows.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

This chapter will provide a summary of the study results, a discussion of the research topic, limitations, and suggestions. It will then go on to the ramifications of this research and conclude with a general conclusion.

5.2 RECAPITULATION OF THE FINDINGS

The research design of this study, the population, the sample size, the method of data collection, the research instrument, and the techniques used to analyse the data are all covered in the recapitulation of research findings from Chapter 3. The population for this study covers all local visitors in Malaysia, and the sample size is based on a table by Krejcie & Morgan (1970). As a result, the sample size for this study is 335 respondents. The University of Malaysia Kelantan's hospitality, tourism, and wellness department received questionnaires with 45 questions that comprised demographic data on respondents, independent variables, and dependent variables in order to collect data. Data from the respondents were collected using the Statistical Package for the Social Sciences (SPSS), and different data analysis approaches, such as reliability analysis, frequency analysis, descriptive analysis, and Pearson correlation analysis were employed. The relationships between students' issues, teamwork, acceptance, and motivation when they

returned to the University of Malaysia's campus in Kelantan were examined in this study. Based on the relationship, researchers may easily understand how the variables impact a student's motivation. Researchers utilised the data analysis depicted below to highlight how independent variables (IV), dependent variables (DV), and hypothesis are related.

5.3 DISCUSSION ON RESEARCH QUESTION

5.3.1 Relationship between challenges and motivation after returning to the University Malaysia Kelantan city campus.

Researh question 1 of this study is to investigate the relationship between challenge and motivation after returning to the University Malaysia Kelantan city campus. This also answers the first objective and hypothesis.

Table 5.1: Research Objectives 1, Question 1, and Hypothesis 1

No.	Research Objective (RO)	Research Question (RQ)
1	To investigate the relationship between challenge and motivation after returning to the University Malaysia Kelantan city campus.	What is the relationship between challenges and motivation after returning to the University Malaysia Kelantan city campus?
	H1-There is a relationship between challenges and students' motivation after returning to the University Malaysia Kelantan city campus.	

To address RQ1, the findings of hypothesis H1 in chapter 4 were evaluated. According to H1, challenges and students' motivation after returning to the University

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Malaysia Kelantan city campus are related. After returning to the University Malaysia Kelantan city campus, obstacles have a very low association with motivation, with a value of 0.424*, according to the Pearson association Analysis. The results demonstrate a significant relationship between challenges and students' motivation, with a p-value of 0.01 indicating a significant level of zero. As a result, this research rejects the alternative hypothesis H1a for Hypotheses 1 and supports the null hypothesis H0a. As a result, after returning to the University Malaysia Kelantan city campus, challenges and students' motivation are significantly correlated.

5.3.2 Relationship between Cooperation and Motivation after returning to the University Malaysia Kelantan city campus.

The second research question is to investigate the relationship between cooperation and motivation after returning to the University Malaysia Kelantan city campus. This research question can answer the second objective and hypothesis.

Table 5.1: Research Objectives 2, Question 2, and Hypothesis 2

No.	**Research Objective (RO)**	**Research Question (RQ)**
2	To investigate the relationship between cooperation and motivation after returning to the University Malaysia Kelantan city campus.	What is the relationship between cooperation and motivation after returning to the University Malaysia Kelantan city campus?
	H2-There is a relationship between cooperation and motivation after returning to the University Malaysia Kelantan city campus.	

To respond to RQ2, the chapter 4 outcomes of hypothesis H2 were examined. According to H2, cooperation and students' motivation after returning to the University Malaysia Kelantan city campus are related. After returning to the University of Malaysia Kelantan city campus, cooperation and motivation have a very strong association (0.999), according to the Pearson association Analysis. The results demonstrate that there is no connection between student motivation and collaboration. The p-value is greater than the significance threshold of 0.01 at 0.00. As a result, for Hypotheses 2, this research rejects the null hypothesis H0a and supports the alternative hypothesis H1a. As a result, cooperation and students' motivation are significantly correlated whenever they return to the University Malaysia Kelantan city campus.

5.3.3 Relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus.

The last research question for the research is to investigate the relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus. The results of the research have answered both objectives and the early hypothesis of the research.

Table 5.3: Research Objective 3, Research Question 3 and Hypothesis 3

No.	Research Objective (RO)	Research Question (RQ)
3	To investigate the relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus.	What is the relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus?

	H3-There is a relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus

Investigating the relationship between recognition and motivation after returning to the University Malaysia Kelantan city campus is the last research goal for this study. To respond to RQ3, the chapter 4 outcomes of hypothesis H3 were examined. According to H3, there is a relationship between recognition and students' motivation after returning to the campus of the University of Malaysia in Kelantan. After returning to the University Malaysia Kelantan city campus, collaboration has a strong association with motivation, with a value of 0.760, according to the Pearson Association Analysis. The results indicate that there is a relationship between student motivation and recognition. The p-value is greater than the significance threshold of 0.01 at 0.00. As a result, for Hypothesis, this research rejects the null hypothesis H0a and supports the alternative hypothesis H1a. As a result, after returning to the University Malaysia Kelantan city campus, obstacles and students' motivation are significantly correlated.

5.4 IMPLICATIONS

This topic's influence on students, society, government, and knowledge may be attributed to the determining elements on challenge and incentive after returning to the University Malaysia Kelantan. The findings from previous studies may have implications that might assist students who are doing their own study. Students, who represent a diverse range of nationalities, including both Muslims and non-Muslims, must be given top attention. The university must maintain the deciding variables since they have a high

correlation with student happiness, as seen by the study's findings. These criteria include the character of the students, the quality of the goods and services offered, and the facilities offered. This paradigm has significant ramifications for student progress and implicit staff expectations. As a result, helping students satisfy their needs and shape their expectations in the direction of high accomplishment is achieved via the collective activity of the university community and is beyond the capabilities of any one person.

5.5 LIMITATION

There are processes that are helpful, meaningful, and even have problems and difficulties to complete the research that have been experienced during the process. Even yet, there are some inescapable restrictions to ensure the seamless operation of the research process.

The first limitation is a time restriction. which requires getting information from respondents in less than 7 weeks. Some survey takers choose not to respond to the questions. This is due to their reluctance to divulge their ideas or personal information. They fear that information from the researchers may be shared with third parties. This is because there are currently too many con artists that pose a risk to themselves. Additionally, several respondents said it took too long to complete the questionnaire. since it takes between 10 and 15 minutes.

The second limitation is Limited Access to Information, which makes only a certain group of respondents who need to answer the question to take the data as in this study only students from the FHPK faculty. This limitation is what makes it difficult to fill in

the data because most students are not interested in filling in and answering the questions that are distributed. which causes a slowdown in data collection.

The absence of a sample frame that leverages Google Forms as a platform for data collection is the third limitation. Only online surveys with Google Form URLs, which make it difficult to identify responders, are used as the method for data collection. Additionally, the majority of the sources used to support the study's theory and arguments are from 2014 and earlier, making them unsuitable for inclusion in this research.

5.6 RECOMMENDATION

Future research still needs to improve on this study. As a result, to improve the quality of the output from future investigations, several suggestions have been created. The first suggestion is that utilizing quantitative approaches would improve and increase the effectiveness of this investigation. This is because it may assist researchers in doing future studies with outcomes that are more precise and higher in caliber.

The next step is for academics to disseminate survey questions in a more official manner if they are provided online. In addition, a letter of approval from the institution or superiors is required to conduct the research, along with questionnaires. This is done to ensure that the respondents have faith in the survey and don't hesitate to reply to the questionnaires that were issued since the survey was included with the letter of confirmation.

In addition, researchers may narrow the reach of the target respondents or more focused respondents for the next studies. This is done because the researchers feel it is acceptable given the study's title and to prevent imbalances among the respondents when the survey's findings are released. Returning to the initial suggestion, defining the

characteristics of the respondents may help researchers get reliable findings. These suggestions are created for use in future research and may assist researchers in further enhancing the study that will be conducted.

5.7 SUMMARY

This study was conducted to learn more about the variables that influence students' motivation when they return to the university's campus in Kelantan City. Other than that, this study might be used as a resource and a difference-maker for other analysts that are researching recognition. In Chapter 4 (Result and Discussion), the results obtained using the Statistical Package for Social Science (SPSS) were discussed, and conclusions were drawn considering the findings. As a result, there is a significant connection between problems, collaboration, and recognition. As a result, all the data from this research may be used as a guide for putting up plans for the involved parties to advance or make common arrangements for their management of student motivation.

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APPENDIX 1

QUESTIONNAIRE

STUDENT'S MOTIVATION AFTER RETURNING TO UNIVERSITY MALAYSIA KELANTAN CITY CAMPUS

Dear respondents,

Responden yang dihormati,

We are final year students of Bachelor of Entrepreneurship (Wellness) from the Faculty of Hospitality, Tourism, and Wellness (FHPK), University Malaysia Kelantan. We are currently conducting a third-year project research study. This questionnaire examines the students' motivation after returning to University Malaysia Kelantan City Campus; your participation in answering this questionnaire is essential to help us complete our research study. We would appreciate your cooperation in answering this questionnaire. All the information will be confidential and used for research purposes only.

Kami merupakan pelajar tahun akhir Ijazah Sarjana Muda Keusahawanan (Kesihatan) dari Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK), Universiti Malaysia Kelantan. Kami sedang menjalankan kajian penyelidikan projek tahun ketiga. Soal selidik ini adalah untuk mengkaji motivasi pelajar selepas pulang ke Universiti Malaysia Kelantan Kampus Kota, penyertaan anda untuk menjawab soal selidik ini amat penting untuk membantu kami menyiapkan kajian penyelidikan kami. Kerjasama anda untuk menjawab soal selidik ini amat kami hargai. Semua maklumat akan dirahsiakan sepenuhnya dan digunakan untuk tujuan penyelidikan sahaja.

Thank you for your participation in this questionnaire

Terima kasih atas penyertaan anda dalam soal selidik ini

Your sincerely,

Yang ikhlas,

NURUL HUSNA FATIMAH BINTI MD NOOR (H20A1675)

SITI NUR IZZAHTY BINTI MUSARI (H20A1798)

NURHASYA HUSNA BINTI MOHD.ISMAIL (H20A1622)

NURAISHA FAZRIN BINTI MOHAMAD TERIDI (H20A1603)

SECTION A: DEMOGRAPHIC

SEKSYEN A: PROFIL DEMOGRAFIK

1. GENDER/JANTINA

☐ MALE/LELAKI

☐ FEMALE/PEREMPUAN

2. AGE/UMUR

☐ 19-21

☐ 22-24

☐ 25-26

3. ETHNICITY/BANGSA

☐ MALAY/MELAYU

☐ CHINESE/CINA

☐ INDIAN/INDIA

☐ OTHER/LAIN-LAIN

4. YEAR OF STUDY/TAHUN PENGAJIAN

☐ YEAR 1

☐ YEAR 2

☐ YEAR 3

☐ YEAR 4

5. PROGRAMME/PROGRAM

☐ SAP

☐ SAH

☐ SAS

SECTION B:
Instruction: Please respond to each question by circling your measurement using the scales provided after returning to the University of Malaysia Kelantan City Kampus.
Sila balas soalan dengan membulatkan ukuran anda menggunakan skala yang diberikan berdasarkan cabaran anda selepas pulang ke kampus, Universiti Malaysia Kelantan Kampus Kota

Strongly Disagree Sangat Tidak Setuju	Disagree Tidak Setuju	Neutral Neutral	Agree Setuju	Strongly Agree Sangat Setuju
1	2	3	4	5

CHALLLENGES CABARAN					
I often wish I was doing something else in class. Saya sering berharap saya melakukan sesuatu yang lain di dalam kelas.	1	2	3	4	5
During class, I often miss important things because I'm thinking about other things. Semasa kelas, saya sering terlepas perkara penting kerana memikirkan perkara lain	1	2	3	4	5
It is important for me to learn what is taught in class. Adalah penting bagi saya untuk mempelajari apa yang diajar di dalam kelas.	1	2	3	4	5
When the work is difficult, I either give up or learn only the easy part. Apabila kerja sukar, saya sama ada berputus asa atau belajar hanya bahagian yang mudah.	1	2	3	4	5
I always try to understand what the lecturer is saying, even if it doesn't make sense. Saya sentiasa cuba memahami apa yang pensyarah katakan walaupun tidak masuk akal.	1	2	3	4	5
I want to succeed in my studies because it is important to show my ability to my family, friends, employer or other people. Saya ingin berjaya dalam pelajaran kerana penting untuk menunjukkan kemampuan saya kepada keluarga, rakan, majikan atau orang lain.	1	2	3	4	5
I often feel so lazy or bored in class that I have trouble completing my assignments.	1	2	3	4	5

Saya sering berasa malas atau bosan di dalam kelas sehingga saya menghadapi masalah untuk menyiapkan tugasan saya.					
I use my class time well. Saya menggunakan masa kelas saya dengan baik	1	2	3	4	5
I ask the lecturer for help when I need it. Saya meminta bantuan pensyarah apabila saya memerlukannya.	1	2	3	4	5
I often attend classes. Saya sering menghadiri kelas.	1	2	3	4	5

SECTION C:

Instruction: Please respond to each question by circling your measurement using the scales provided after returning to University of Malaysia Kelantan City Kampus.
Sila balas soalan dengan membulatkan ukuran anda menggunakan skala yang diberikan berdasarkan kerjasama anda selepas pulang ke kampus, Universiti Malaysia Kelantan Kampus Kota.

Strongly Disagree Sangat Tidak Setuju	Disagree Tidak Setuju	Neutral Neutral	Agree Setuju	Strongly Agree Sangat Setuju
1	2	3	4	5

COOPERATION KERJASAMA					
I like working together in a group to complete a task Saya suka bekerjasama secara berkumpulan untuk menyelesaikan sesuatu tugasan	1	2	3	4	5
I like to ask other friends for opinions. Saya suka meminta pandangan daripada kawan lain	1	2	3	4	5
I can easily focus on studying in groups Saya mudah fokus belajar secara berkumpulan	1	2	3	4	5
I like to ask friends about lessons that are not understood Saya suka bertanya kepada kawan tentang pelajaran yang tidak difahami.	1	2	3	4	5
I can discuss with friends about the lesson Saya dapat berbincang dengan kawan tentang pelajaran	1	2	3	4	5
I like to share ideas with friends Saya suka berkongsi idea dengan kawan	1	2	3	4	5
I like to be the leader when working in groups Saya suka untuk menjadi ketua apabila kerja secara berkumpulan	1	2	3	4	5
I communicate easily when working in groups	1	2	3	4	5

Saya mudah berkomunikasi apabila kerja secara berkumpulan					
I like to chat rather than discuss work. Saya suka berbual daripada berbincang tentang kerja	1	2	3	4	5
I like to keep quiet when studying in groups Saya suka mendiamkan diri apabila belajar secara berkumpulan	1	2	3	4	5

SECTION D:

Instruction: Please respond to each question by circling your measurement using the scales provided after returning to campus**.**, Universiry of Malaysia Kelantan City Kampus.

Sila balas soalan dengan membulatkan ukuran anda menggunakan skala yang diberikan berdasarkan penghargaan anda selepas pulang ke kampus, Universiti Malaysia Kelantan Kampus Kota.

Strongly Disagree Sangat Tidak Setuju	Disagree Tidak Setuju	Neutral Neutral	Agree Setuju	Strongly Agree Sangat Setuju
1	2	3	4	5

RECOGNITION PENGHARGAAN					
Students will get a certificate when they attend a program Pelajar akan dapat sijil apabila menghadiri sesuatu program	1	2	3	4	5
Students will get a certificate when they volunteer in a program Pelajar akan dapat sijil apabila menjadi sukarela dalam sesuatu program	1	2	3	4	5
I like being appointed as a student leader Saya suka dilantik menjadi pemimpin pelajar	1	2	3	4	5
I study solely to get the dean's certificate Saya belajar semata-mata untuk dapatkan sijil dekan	1	2	3	4	5
Students will get marks for full attendance Pelajar akan dapat markah apabila kehadiran penuh	1	2	3	4	5
I like to be a role model by dressing well in class Saya suka menjadi role model dengan berpakaian kemas je kelas	1	2	3	4	5
Students will be fined if they break the rules Pelajar akan didenda apabila melanggar peraturan	1	2	3	4	5
Students will get a leave letter when sick Pelajar akan dapat surat cuti apabila sakit	1	2	3	4	5
I am more enthusiastic when the lecturer praises my work Saya lebih bersemangat apabila pensyarah memuji hasil kerja saya	1	2	3	4	5
The university will reward students when they get excellent results Pihak universiti akan memberikan pelajar penghargaan	1	2	3	4	5

apabila mendapatkan keputusan yang cemerlang					

SECTION E:

Instruction: Please respond to each question by circling your measurement using the scales provided after returning to campus**.**, Universiry of Malaysia Kelantan City Kampus.

Sila balas soalan dengan membulatkan ukuran anda menggunakan skala yang diberikan berdasarkan penghargaan anda selepas pulang ke kampus, Universiti Malaysia Kelantan Kampus Kota.

Strongly Disagree Sangat Tidak Setuju	Disagree Tidak Setuju	Neutral Neutral	Agree Setuju	Strongly Agree Sangat Setuju
1	2	3	4	5

Student' motivation Motivasi pelajar					
I concentrate on my assignment. Saya menumpukan perhatian kepada tugasan saya	1	2	3	4	5
I feel proud of my university. Saya berasa bangga dengan universiti saya	1	2	3	4	5
I am a responsible student. Saya seorang pelajar yang bertanggungjawab	1	2	3	4	5
I am responsible for achieving my goals. Saya bertanggungjawab untuk mencapai matlamat saya	1	2	3	4	5
I am good at staying focused on my goals. Saya pandai untuk kekal fokus pada matlamat saya	1	2	3	4	5
I respect other points of view, even if I do not agree. Saya menghormati pandangan lain, walaupun saya tidak bersetuju	1	2	3	4	5
I work well in groups or teams. Saya bekerja dengan baik dalam kumpulan atau pasukan	1	2	3	4	5
It is easy for me to convey my thoughts and ideas. Mudah untuk saya menyampaikan fikiran dan idea saya.	1	2	3	4	5
I finish whatever I start. Saya menyelesaikan apa sahaja yang saya mulakan	1	2	3	4	5
I can come up with new ideas Saya boleh menghasilkan idea baharu	1	2	3	4	5

END OF SURVEY

THANK YOU FOR COMPLETING THIS SURVEY