Mastery Approach vs. Performance Approach: An Investigation on Motivational Frameworks in the Malaysian Context

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Abstract

Gaining insight into the intricacies of student motivation in educational environments is essential for improving learning outcomes and individual growth. The objective of this study is to investigate the differential effects of mastery approach orientation and performance approach orientation on enhancing motivation among students in Malaysia. Based on a thorough examination of current literature, this research clarifies the complex connections between these two orientations and student motivation. A conceptual model has been suggested to hypothesize the potential effects of mastery and performance approach on motivation, suggesting that both orientations have crucial roles in motivating students. The study utilized a method of quantitative investigation to examine these hypotheses by employing structural equation modeling with the SMART PLS 4 program. This analytical methodology facilitated a thorough investigation of the correlations between mastery and performance approach orientations and student motivation in the Malaysian environment. The empirical outcomes of this study provide strong evidence that both mastery and performance approach orientations have a substantial impact on improving students' motivation. More precisely, the findings emphasize the crucial significance of incorporating both orientations into instructional practices to create a favourable learning environment that promotes student motivation. The consequences of this study are significant, indicating that universities and educational institutions should adopt strategies that encourage both mastery and performance approaches to effectively engage students. By implementing this two-fold strategy, educational professionals can effectively assist students in attaining their academic objectives and personal growth, thereby contributing to the overarching goal of improving educational results in Malaysia.

Key Words: Students Motivation; Goal orientation; Mastery Approach; Performance Approach; Malaysia

1. Introduction

Within the field of educational psychology, a deep comprehension of student motivation is crucial for improving both academic performance and personal growth. This crucial facet of education, complex and multifaceted, has attracted considerable interest from scholars and educators alike, with the goal of understanding the elements that motivate or discourage students in their academic endeavors (Arraya et al., 2015; Dei & Asante, 2022; Santoro, 2022). The main focus of this study work is to investigate the distinct impacts of mastery and performance approach orientations on student motivation in Malaysia. The study aims to clarify the intricate interactions between these orientations and their resulting influence on student motivation in a specific educational environment. The motivation behind students' academic endeavors is closely linked to their educational performance and holistic growth.

In the field of educational psychology, motivation is not a single entity but rather an intricate combination of different internal and external influences (Kopperud et al., 2022; Madden-Dent, 2021; Tomo & de Gennaro, 2021). The central focus of this discussion is the concept of achievement goal theory, which proposes two main orientations that influence learning and achievement: mastery approach orientation, driven by an intrinsic motivation for learning, understanding, and personal growth; and performance approach orientation, driven by an extrinsic motivation to surpass others and

receive recognition. The differentiation between these orientations goes beyond theoretical importance; it impacts the development of curriculum, methods of evaluation, and the entire learning atmosphere in educational institutions (Marley & Wilcox, 2022; Rustiarini et al., 2020).

Student motivation, a crucial element for achieving educational achievement, is shaped by various elements, including personal interest, self-efficacy, and the perceived importance of educational outcomes. The framework of success goal theory provides a perspective to understand the motivational orientations that influence student involvement in learning activities (James & Derrick, 2019; Shaikh & Alam Kazmi, 2022). The mastery approach viewpoint emphasizes the inherent worth of learning and self-improvement, motivating students to willingly accept challenges and persevere in the presence of obstacles. On the other hand, a performance approach orientation, which is fueled by external rewards and recognition, encourages pupils to surpass their classmates and attain achievements that is externally acknowledged.

These orientations are not independent, but rather exist within the cultural, social, and institutional framework of the educational environment. Malaysia offers a fascinating setting to study how its many ethnic groups, rich culture, and educational goals influence student motivation. The Malaysian educational system, known for its focus on both academic prowess and comprehensive growth, is currently at a crucial point where comprehending motivational dynamics can greatly influence educational techniques and results (Bibi & Ahmad, 2022; Luo & Du, 2022; Rasyid et al., 2020). The examination into the impact of Malaysia's distinctive educational system and societal values on student motivation within this specific environment is pertinent and contemporary. The broad and multicultural educational environment in Malaysia offers a fertile setting for examining the complexities of different motivational orientations and their impact on instructional methods. Although there is a vast amount of literature on motivation in educational contexts, there is still a significant lack of research on the relationship between mastery and performance approaches and student motivation in Malaysia. Prior research has primarily concentrated on Western settings, resulting in a lack of comprehension regarding the manifestation of these processes inside the Malaysian educational system. Furthermore, there is a lack of empirical research that investigates the collective influence of these orientations on student motivation in Malaysia (Hee et al., 2019; Kim & Nor, 2019; Liew et al., 2017; Luo & Du, 2022). This study tries to fill this gap.

The necessity for research that takes into account cultural nuances is clearly apparent, emphasizing the significance of this study in its contribution to the worldwide discussion on educational psychology. Although the theoretical underpinnings of mastery and performance approach orientations are widely recognized, their implementation in the Malaysian context has not been thoroughly investigated. The majority of previous studies have mostly focused on educational systems in Western countries, which may have considerable variations in cultural norms and values compared to Malaysia (Bibi & Ahmad, 2022). This disparity underscores a crucial void in research: the necessity for empirical investigations that take into account the cultural particularities of Malaysia and how they impact the efficacy and perception of different motivational orientations. Furthermore, in literature, these orientations are frequently regarded as distinct or conflicting influences, with little focus on their possible collaboration. There is a lack of study examining how the simultaneous development of both orientations may interact to either boost or hinder student motivation in a manner that aligns with Malaysian students' culture and setting. The gap mentioned above pertains to the practical implementation of these orientations in teaching methods, curriculum design, and assessment procedures. Educational practitioners and policymakers in Malaysia are looking for evidence-based strategies to incorporate these orientations in a manner that is consistent with the country's educational aims and cultural values.

2. Literature Review
2.1. Theoretical foundations

Theoretical foundations of mastery and performance approach orientations provide valuable insights into the various aspects that drive student motivation in educational environments. Central to this investigation is Achievement Goal Theory (AGT), a conceptual framework that has greatly influenced our comprehension of how individuals' objectives and attitudes towards learning and accomplishment impact their motivation, involvement, and success. This theoretical

framework offers a perspective to analyze the intricate dynamics of student motivation, specifically in relation to the varying effects of mastery and performance approach orientations.

2.1.1.   Achievement Goal Theory: An Overview

Achievement Goal Theory (AGT), which gained prominence in the 1980s, suggests that the goals or objectives that students choose in achievement-related situations, such as classrooms or competitive environments, have an impact on their motivation to study and perform. AGT classifies these objectives into two main orientations: mastery (or task) and performance (or ego) (Asad et al., 2022; Kurdi et al., 2021). The mastery approach orientation prioritizes the pursuit of knowledge, comprehension, and the acquisition of skills for their intrinsic value. It is distinguished by an emphasis on personal development, the intrinsic worth of the educational journey, and a tenacity in the presence of obstacles. On the other hand, the performance approach orientation is motivated by a need to showcase one's competence compared to others, aiming for acknowledgment or to prevent unfavorable evaluations of one's talents (Gagné & Popica, 2019; Pathan et al., 2020; Sánchez et al., 2022).

2.1.2.   Mastery Approach Orientation: Theoretical Insights

The mastery approach viewpoint is based on the innate drive to acquire knowledge and enhance one's abilities. This approach is conceptually associated with a range of favorable educational results, such as increased involvement with learning materials, enhanced perseverance in difficult activities, and elevated levels of academic contentment. According to theoretical models, students who have a strong mastery orientation are more inclined to use adaptive learning strategies, such as actively seeking feedback to improve and engaging in critical self-reflection. This perspective is consistent with theories of self-determination, which propose that satisfying inherent psychological demands for competence, autonomy, and relatedness promotes internal drive (Bredenkamp et al., 2022; Laor, 2020; Mahmood et al., 2021; Shilova et al., 2020).

2.1.3.   Performance Approach Orientation: Theoretical Perspectives

The performance approach perspective relies mainly on extrinsic motivation and is conducive to high accomplishment. Students who are focused on performance goals typically evaluate their achievement based on their capacity to outperform others, striving to validate their competence through comparison. Theoretical discourse on performance orientation emphasizes its ambivalent nature: it can serve as a driving force for students to attain elevated benchmarks and thrive in competitive settings, yet it may also cultivate a dependence on external approval and instill apprehension towards failure. This orientation aligns with theories of self-efficacy and expectancy-value, in which the expectation of achieving success and the importance placed on surpassing others can greatly impact motivation and exertion (Kuo & Tien, 2022). The significant theoretical debate has focused on the contrast between mastery and performance approach orientations. Initially, AGT proposed that two orientations were separate from each other. However, further research and theoretical improvements have indicated that individuals can really have both orientations at the same time, with different levels of importance placed on each.

This sophisticated comprehension has prompted an additional investigation into the circumstances in which each orientation is more prone to result in favorable or unfavorable consequences (Basaran & Yalman, 2020). In addition, the theory has been broadened to incorporate avoidance dimensions, specifically mastery avoidance and performance avoidance, which adds extra complexity to the field of accomplishment goals. These dimensions represent a focus on preventing failure rather than pursuing achievement, adding an additional aspect to the theoretical model and its consequences for comprehending motivation. Theoretical discourses on mastery and performance approach orientations also take into account the impact of cultural and educational environments (Perander et al., 2020). In societies that place a high emphasis on individual success and competition, performance approach goals are likely to be more common and socially encouraged. In contrast, educational settings that prioritize personal growth and cooperative learning may cultivate a greater propensity towards mastery-oriented goals.

The theoretical basis of mastery and performance approach orientations has significant implications for educational practice. It implies that educators and curriculum designers should make an effort to establish learning environments that equally support both orientations (Russell et al., 2017). This entails acknowledging the importance of cultivating innate drive for learning (mastery approach) as well as comprehending the motivational influence of attaining and

showcasing competence (performance approach). Teachers are advised to think about how they may create classroom practices, assessment methods, and feedback systems that accommodate different motivational orientations and lead to excellent educational results.

2.2. Empirical foundation

The empirical basis for understanding the impact of mastery and performance approach orientations on student motivation is derived from a wide range of studies, experiments, and observations conducted in different educational settings. This research presents significant data about the impact of various orientations on student involvement, academic performance, and general motivation. In the following analysis, we explore the empirical discoveries concerning both mastery and performance approach orientations, examining their separate effects, their interaction, and their significance in educational environments.

2.2.1. Mastery Approach Orientation

Empirical research continuously shows that having a mastery approach perspective is directly associated to the use of deep learning methodologies, better engagement, and higher levels of intrinsic motivation. Students that possess a robust mastery orientation typically demonstrate heightened interest, a readiness to take on difficult tasks, and an ability to bounce back from setbacks (Aharony & Gazit, 2019; Kuan & Lee, 2022; Narayanan & Ordynans, 2022). This approach is correlated with a predilection for comprehending content comprehensively, rather than solely striving for good scores, resulting in more significant and enduring learning outcomes. Research also emphasizes the positive impact of mastery orientation on students' mental and emotional well-being, as well as their ability to overcome academic challenges. These children frequently express reduced levels of anxiety and tension associated with academic achievement, as their primary emphasis is on acquiring knowledge and enhancing their own abilities rather than surpassing their classmates. The focus on personal development and expertise in subject matter cultivates a more optimistic perception of one's academic self and a heightened confidence in one's own capabilities (Santos & Liguori, 2020; Wegner et al., 2020). Although the advantages of mastery orientation are widely acknowledged, empirical studies clearly indicate specific constraints and the impact of environmental circumstances. In contexts characterized by intense competition in schooling or when the focus is on external rewards, the beneficial impact of a mastery orientation may be reduced. Furthermore, the influence of mastery orientation can change among various age groups, subjects, and cultural contexts, indicating the necessity for adaptable strategies in educational implementation.

2.2.2. Performance Approach Orientation

The empirical evidence about performance approach orientation provides a more detailed and subtle understanding. Some studies have discovered that having a performance orientation might result in greater accomplishment in specific situations, especially when pupils are driven by competition and the aspiration for acknowledgment. These pupils may exhibit a strong work ethic in order to attain excellent grades and outperform their classmates, motivated by external incentives (Adebusuyi & Adebusuyi, 2022; Bodhi et al., 2022).

Conversely, much evidence suggests that a strong focus on achieving good performance might negatively impact students' motivation and ability to learn. This encompasses heightened anxiety, apprehension of failure, and a proclivity to evade demanding tasks that may lead to subpar comparative achievement (Chereau & Meschi, 2022; Ferrari, 2022). Furthermore, this approach may result in the adoption of superficial learning techniques focused on obtaining good grades rather than developing a thorough comprehension, which could potentially hinder long-term educational achievements. Cultural and contextual factors also impact the effectiveness and perception of performance approach orientation. In cultures that place a high emphasis on competitiveness and accomplishment, a focus on performance may be more closely linked to favorable results. On the other hand, in educational environments that prioritize internal motivation and personal growth, the adverse effects of focusing solely on performance, such as increased anxiety and avoidance tendencies, may be more evident. (Adebusuyi & Adebusuyi, 2022; Sharma et al., 2022).

Several empirical investigations explicitly examine the impacts of mastery and performance orientations, uncovering intricate relationships between these orientations and student motivation. Research suggests that when individuals

possess both high mastery and performance orientations, also referred to as "approach-approach" orientation, it can result in favorable outcomes such as increased motivation, engagement, and achievement. The interaction between mastery and performance orientations implies that, when properly balanced, they can have mutually beneficial effects on student motivation. By capitalizing on these ideas, educators and curriculum designers may construct learning environments that foster both individual growth and constructive competition. Having a balance is essential for optimizing students' motivation, engagement, and learning results.

2.2.3. Integrating Mastery Approach Orientation

Curricula that prioritize profound comprehension, individual growth, and the inherent worth of education are in line with a mastery approach viewpoint. This entails creating educational exercises that foster investigation, analytical reasoning, and the practical application of information to real-life challenges. Tools such as, projects, case studies, and open-ended questions, encourage students to deeply interact with the topic and strive for personal mastery, rather than simply memorizing information (Narayanan & Ordynans, 2022; Shahab et al., 2019; Yousaf et al., 2020). Teachers can implement instructional strategies that cultivate a mastery-oriented atmosphere by offering constructive feedback, prioritizing progress and exertion rather than grades, and promoting introspection. Strategies such as formative evaluation, peer teaching, and self-paced learning modules can assist students in directing their attention towards personal growth and comprehension. Establishing a classroom environment in which mistakes are seen as chances for learning rather than as failures is also crucial. In order to adhere to a mastery approach, assessments should evaluate individual advancement and comprehension over a period of time, rather than exclusively comparing students to each other. Examples of such assessments may encompass portfolios, reflective papers, and comprehensive projects, which enable students to showcase their educational progression (Bodhi et al., 2022; López et al., 2015). Providing several options for showcasing expertise, such as oral presentations or innovative assignments, caters to a wide range of learning preferences and passions.

2.2.4. Leveraging Performance Approach Orientation

Well-defined, demanding, yet attainable objectives can effectively tap into the motivational capacity of performance orientation. Offering consistent and beneficial feedback that centers on ways in which students can enhance their performance in relation to these objectives aids in sustaining their involvement and drive. Competitions and public recognition can yield advantages when presented in a manner that highlights individual development and acquiring knowledge from the encounter. Customizing educational experiences to align with students' current levels of preparedness and personal interests can effectively harness performance orientation in a positive manner (Dei & Asante, 2022; Ghanizadeh, 2021; Kopperud et al., 2022). Through differentiated instruction, students are able to engage in tasks that are tailored to their individual abilities, therefore inspiring them to strive for excellence and reach their highest potential. This approach also encourages healthy competition among classmates. Optimal educational techniques achieve a harmonious equilibrium between cultivating mastery and performance orientations. This entails establishing a setting where the pursuit of individual excellence and surpassing past achievements is highly regarded, in addition to fostering a strong connection with the educational content. Educators have the ability to prioritize both personal development (mastery) and the attainment of defined, externally acknowledged objectives (performance), so demonstrating to pupils that both parts are valuable and mutually supportive components of the learning journey.

2.2.5. Educational Policies and School Culture

Engaging in collaborative learning activities that prioritize cooperation and shared objectives can help reduce the possible negative effects of a performance-oriented mindset, such as anxiety and the fear of not succeeding, while still encouraging a healthy amount of competition. Collaborative projects in which students collaborate to solve challenges or achieve a common objective can cultivate a feeling of community and collective accomplishment. Training and professional development opportunities for educators should prioritize the promotion of comprehension and implementation of mastery and performance approach orientations in the classroom (Johnson et al., 2018; Maden, 2015). This encompasses tactics for establishing equitable learning settings that facilitate both orientations, as well as recognizing and addressing the unique motivational requirements of pupils. Educational approaches need to align with the cultural and individual variety of the student population. Gaining insight into the impact of cultural backgrounds

on students' learning strategies and motivation is essential for properly implementing mastery and performance orientations. Adapting educational techniques to suit these variations guarantees that every student has the chance to excel. Implementing mastery and performance approach orientations in educational practice provides a strong framework for improving student motivation and learning results. By strategically incorporating these perspectives into the development of the curriculum, teaching techniques, evaluation methods, and overall school atmosphere, educators can establish stimulating educational settings that accommodate the varied requirements and ambitions of students (James & Derrick, 2019; Jiang et al., 2022; Tanaka, 2022). The continuous task and potential for educators reside in harmonizing various orientations to optimize their mutually beneficial qualities, therefore assisting each student in attaining their maximum capabilities.

After considering the previous research, this study presents the following two hypotheses:

> H1: *There is a significant positive effect of the mastery approach on students' motivation.*
> H2: *There is a significant positive effect of the performance approach on students' motivation.*

3. Research Method
3.1. Research Design

The research design of this study is based on a positivist philosophy, which supports a quantitative research approach that aims to investigate the effects of mastery and performance approach orientations on motivation among students of Bachelor in Education (Teaching English as a Second Language) program. This study is based on firsthand data obtained through a questionnaire that participants completed on their own. The questionnaire was carefully crafted to capture the intricacies of student motivation and orientation categories. This methodological approach enables the unbiased examination and understanding of data, in line with the study's goal to provide universally applicable knowledge on the factors influencing student motivation in educational environments.

3.2. Sampling Strategy

The research employed a systematic sampling method to select participants from a sample frame of 1,800 undergraduate students enrolled in the Bachelor in Education (Teaching English as a Second Language) program at six private universities in Malaysia. The selection of this approach was based on its efficiency, speed, and cost-effectiveness, as well as its capacity to generate a representative sample while minimizing bias. The first population list, derived from the university's official records, had email addresses and supplementary contact information, with no deliberate arrangement that may potentially create prejudice.

A total of 600 participants from the designated universities in Selangor and Kuala Lumpur in Malaysia were provided with questionnaire links for data collection. A total of 336 replies were received, representing a response rate of 56%. To ensure the accuracy and reliability of the data, responses were carefully evaluated for substantial missing values. Twenty-nine (29) replies were excluded due to causes such as inadequate information and challenges in identifying multivariate outliers. As a result, 307 replies were considered appropriate for the final analysis, indicating a valid response rate of 51.17%. The rigorous selection process, based on the principle of having 5-10 times more responses than variables, ensures reliable data analysis. This highlights the methodological rigor of the sampling strategy used in this study and confirms its potential to provide insights that can be applied to the Bachelor in Education (Teaching English as a Second Language) student population in Malaysian private universities.

3.3. Measurement

The Student Motivation Questionnaire (SMOQ) was employed to assess the levels of motivation among the respondents. This questionnaire incorporated and modified metrics from previous studies conducted by Wachanga (2002) and Buntting, Coll, & Campbell (2006). The creation of these metrics was guided by Keller's ARCS theory of motivation (Hohn, 1995), which outlines four essential elements required for a motivated learner: Attention, Relevance, Confidence, and Satisfaction. To accurately assess the four essential elements, a set of sixteen items was created. These items included both positive and negative comments and were evaluated using a five-point Likert scale.

In addition, six elements were included that specifically address mastery and performance approach, as outlined by Dowson and McInerney (2015).

A pilot test was carried out in a school with a cohort that had similar demographic characteristics to verify the reliability of the questionnaire. The instrument's reliability was assessed using Cronbach's alpha coefficient, which is a preferred method for quantifying the consistency of items scored on a continuum rather than dichotomously (Gall et al., 1996). The questionnaire had strong reliability, as indicated by a Cronbach's alpha coefficient of 0.867, which was rounded to $\alpha = 0.85$. Typically, a minimum alpha value of 0.7 is considered satisfactory for making reliable conclusions about groups.

3.4. Respondents Profile

The research examined the impact of mastery and performance orientation on student motivation. A total of 307 participants were assessed, with a gender distribution of 46.6% male and 53.4% female. The study found that the largest proportion of participants, accounting for 65.8%, were young individuals aged between 18 and 20. Smaller groups included those under 18 (23.5%) and between 21 and 23 (10.7%). These findings suggest that the study focused on a youthful cohort, which could potentially display diverse motivational tendencies impacted by age. The sample consists mostly of Malay individuals (46.3%) and Indian individuals (38.8%), with a combination of other ethnicities (15%), including a minor proportion of Chinese individuals (3.3%). This diverse composition allows for a multicultural viewpoint, which might shed light on the influence of cultural backgrounds on student motivation and goal orientations.

From an educational standpoint, the participants are distributed across various academic years, with a notable percentage in their second year (34.9%). This indicates that the advancement in academics may influence the development of students' self-efficacy, goal orientation, and motivation. The distribution of CGPA, with a majority of students achieving scores between 3.01 and 4.00, provides insight into the relationship between academic achievement and motivation, which may vary depending on mastery and performance orientations.

4. Hypothesis Testing

4.1. Evaluating Measurement Model

This study utilized a two-step technique of Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the data. The main aim was to assess both the measurement model (outer model) and the structural model (inner model). To evaluate the reliability of the constructs, measures such as Cronbach's alpha and composite reliability (CR) were employed, with CR being favored due to its decreased bias. As indicated in Table 1, the study discovered that the CR values ranged from 0.948 to 0.978, surpassing the acceptable threshold of 0.70. This indicates that there is a high level of internal consistency among the latent components. Convergent validity was assessed by calculating the average variance extracted (AVE) for each construct. AVE assesses the extent to which indicators of a construct converge or share a significant amount of variance. The AVE values, which ranged from 0.727 to 0.808, exceeded the minimum threshold of 0.50. This confirms that the constructs were able to account for more than 50% of the variation in their indicators, hence supporting their convergent validity. The Fornell-Larcker criterion was used to confirm the discriminant validity, which evaluates how dissimilar one construct is from the others inside the model. This criterion was satisfied when the square root of the average variance extracted (AVE) for each construct surpassed its maximum correlation with any other construct, thus confirming the distinctiveness of the constructs.

Ultimately, the structural model underwent an assessment to identify any problems related to collinearity by examining the Variance Inflation Factor (VIF) values for all predictor components. As shown in Table 2, the analysis revealed that all VIF values were below the threshold of 5, indicating the lack of substantial collinearity issues within the model. This ensures that the model is resilient in investigating the interactions among constructs.

Table 1: Assessment of PLS-SEM Path Model Results

	Mastery Approach	Motivation	Performance	Cr	Ave
M1		0.890		0.978	0.749
M10		0.829			
M11		0.897			
M12		0.860			
M13		0.887			
M14		0.887			
M15		0.866			
M16		0.881			
M2		0.840			
M3		0.864			
M4		0.862			
M5		0.849			
M6		0.833			
M7		0.863			
M8		0.880			
M9		0.853			
MAS1	0.926			0.952	0.805
MAS2	0.907				
MAS3	0.881				
MAS4	0.900				
MAS5	0.896				
MAS6	0.874				
PER1			0.896	0.954	0.815
PER2			0.891		
PER3			0.914		
PER4			0.917		
PER5			0.891		
PER6			0.906		

Table 2: Inner VIF

	VIF
Mastery Approach -> Motivation	1.647
Performance Approach -> Self-Regulated Learning	2.166

4.2. Assessing Structural Model

Upon completing the measurement of the structural model, the significance of the path coefficients was assessed by the utilization of the bootstrapping approach, which involved the incorporation of 5000 bootstrap samples and 396 data points, in accordance with stated rules. The coefficient of determination, R2, is used as a reference point for

assessing the structural model, specifically with regards to the endogenous latent variable. In Cohen's (1988) classification, R2 values are classified as weak (0.02), moderate (0.13), and high (0.27). The results indicated that the combined effect of all external factors on student motivation had an R2 value of 0.489, indicating its statistical significance. The R2 value in this study is significantly greater than that seen in similar research, suggesting that the two independent factors collectively account for about 48.9% of the variation in the dependent variable, specifically motivation, through their direct influence.

4.3. Model Fit

Although Partial Least Squares Structural Equation Modeling (PLS-SEM) was first developed for predictive analysis, attempts are being made to enhance its applicability for theory testing by incorporating model fit measures. These metrics assess the degree to which the suggested model structure aligns with the actual data gathered. The study concludes the model estimation process by assessing the model fit using certain fit indices outlined in Table 3. The analysis comprises both the estimated model, which takes into account the structured effects within the model, and the saturated model, which investigates correlations among all constructs, recognizing that the differentiation between these models in PLS-SEM is still developing and their selection is intricate. The Normed Fit Index (NFI) and the Standardized Root Mean Square Residual (SRMR) values for both models demonstrate a robust fit, with NFI values approaching 1 and SRMR values falling below the 0.08 threshold. This suggests that the models adhere well to the criteria for acceptable fit. In addition, the PLS-SEM bootstrapping method calculates confidence intervals for SRMR values. The initial SRMR measurements for both models are within the 99% confidence interval boundaries, which confirms that the models fit well with the observed data.

Table 3: Model Fit

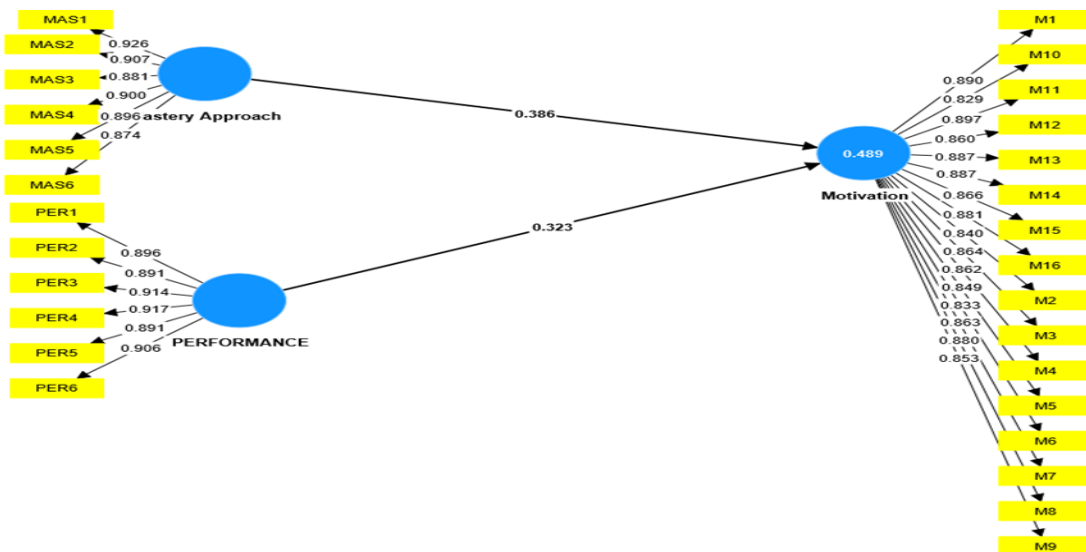|	Saturated model	Estimated model
SRMR	0.027	0.027
NFI	0.944	0.944

Figure 1: Research Framework

4.4. Assessing Hypothesis

The confidence intervals for the path coefficients were calculated using the bootstrapping technique, which entails generating bootstrap samples by repeated random sampling with replacement from the original dataset. This technique produces the standard mistakes that are required for testing hypotheses. Based on previous study guidelines, bootstrapping was conducted with a sample size of 5000. This resulted in strong evidence supporting the hypotheses, with p-values below 0.01. The specific findings may be found in Table 4 and Figure 1. The study found a statistically significant positive association (β= 0.386, t = 2.88, p < 0.004) between mastery approach and motivation, as shown in Table 4 and Figure 1. This supports Hypothesis 1. Implementing a mastery approach has the potential to increase motivation by 38.6%. In addition, Table 4 demonstrates a significant and positive relationship between the performance approach and motivation (β= 0.323, t = 2.406, p < 0.016), confirming Hypothesis 2. Comparing the beta values reveals that goal orientation has a beneficial influence on motivation, with the mastery approach having a stronger impact on student motivation than the performance approach.

Table 4: Assessing Structural Model

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Mastery Approach -> Motivation	0.386	0.387	0.134	2.888	0.004
Performance Approach -> Motivation	0.323	0.323	0.134	2.406	0.016

5. Discussion

The results of the present study provide compelling insights into the relationship between mastery approach, performance approach, and student motivation, leading to a complex understanding of how these orientations affect learning outcomes. The research showed a substantial positive connection between mastery approach orientation and student motivation (β= 0.386, t = 2.88, p < 0.004). This indicates that the mastery approach has a strong impact on improving student motivation. Furthermore, a correlation was found between performance approach orientation and motivation (β= 0.323, t = 2.406, p < 0.016), however the strength of this link was slightly weaker compared to the mastery approach. These findings highlight the distinct effects of mastery and performance orientations on motivation, supporting and expanding upon earlier research in the field of educational psychology. The mastery approach, which is based on the aspiration for learning and comprehension, seems to greatly enhance student motivation. The relationship can be comprehended by applying the principles of self-determination theory (Luo & Du, 2022; Ruishi et al., 2021), which suggests that intrinsic motivation is strengthened when individuals participate in activities that fulfill their fundamental psychological needs for competence, autonomy, and relatedness. The mastery approach, which prioritizes learning for its inherent value and individual growth, effectively caters to these inherent desires, thereby enhancing motivation. Previous research supports this claim, demonstrating that students who have a strong mastery orientation display greater levels of intrinsic motivation, engagement, and persistence in their learning efforts (Liew et al., 2017; Yusuf, 2011). In contrast, the performance approach, which emphasizes surpassing others and obtaining external recognition, also has a favorable impact on motivation, albeit to a smaller degree than the mastery approach. This discovery aligns with the notion of goal orientation, which proposes that the desire to showcase one's skill compared to others can be a source of motivation, especially in competitive educational settings (Aminudin et al., 2019; Kim & Nor, 2019). Nevertheless, the influence of the performance approach on motivation is intricate and can

be influenced by contextual elements such as the level of competitiveness in the learning environment and an individual's opinion of their talents in comparison to their peers. Although certain studies have indicated that a performance approach can boost motivation and accomplishment in specific situations (Schwarz et al., 2014; Yusuf, 2011), others warn about its potential drawbacks, such as heightened anxiety and avoidance of difficult tasks (Lim & Yeo, 2021; Tan et al., 2020).

The comparative examination of beta values demonstrates that the mastery approach has a greater impact on student motivation compared to the performance approach. The difference in impact can be linked to the inherent character of the motivation produced by mastery objectives, which is more lasting and promotes deep learning and well-being compared to the behavior driven by extrinsic incentive normally associated with performance goals. The results are consistent with (Ruishi et al., 2021) hierarchical model of motivation, which suggests that intrinsic motivation is a better predictor of positive educational outcomes compared to extrinsic motivation. The results of this study highlight the significance of creating an educational setting that prioritizes individual development and mastery of subject matter, while also recognizing the motivating power of achievement-oriented objectives. By incorporating these orientations into educational procedures, educators can enhance their ability to assist students in attaining their academic goals and personal growth. Further investigation is warranted to examine the intricate relationship between these orientations and motivation, taking into account individual variations and environmental factors in order to comprehensively grasp their significance for educational implementation.

6. Contributions, Limitations and Future Studies

The study's examination of the distinct effects of mastery and performance approach orientations on student motivation makes valuable contributions to the field of educational psychology and pedagogical methods. These contributions not only enhance the theoretical comprehension of student motivation but also provide practical insights for educators, curriculum developers, and legislators.

The main contributions from this conversation are summarized below:

These findings enhance the theoretical comprehension of how various goal orientations, specifically mastery and performance, interact with and impact student motivation. By emphasizing the robust positive relationship between mastery orientation and motivation, it underscores the importance of intrinsic drive in fostering long-term engagement and learning, as opposed to relying on external rewards. The results combine principles from self-determination theory and goal orientation theory, demonstrating how inherent desires for competence, autonomy, and connection serve as the foundation for the motivating advantages of mastery techniques. The inclusion of multiple dimensions enhances the theoretical understanding of motivation in educational environments. The discussion offers a nuanced comprehension of the complications associated with performance approach, while also recognizing its beneficial elements. This elucidates the circumstances in which performance orientation can either inspire or discourage pupils, so leading to a more equitable perspective on goal orientations.

The insights provided by this conversation are a significant resource for educators in creating learning environments and instructional practices that promote a mastery approach. Through prioritizing personal growth and fostering a profound connection with the educational content, educators may amplify student motivation and optimize educational achievements. These findings provide valuable insights for curriculum authors and educational policymakers regarding the significance of incorporating mastery-oriented tasks and assessments that prioritize individual progress and comprehension, rather than just emphasizing comparative performance. These methods have the potential to inspire pupils to become more actively involved in their learning. The results emphasize the necessity of educational strategies that provide suitable circumstances for mastery learning. Implementing policies that promote practices acknowledging individual accomplishments in learning, beyond the only focus on competition grades, can cultivate a more inclusive and motivating educational environment. Examining the distinct effects of mastery and performance orientations on motivation offers a foundation for professional development programs that aim to equip teachers with the expertise and resources to cultivate intrinsic motivation in students. This, in turn, improves the efficacy of teaching and learning.

7. Limitations and Future Research Directions

This study provides useful insights into the distinct impacts of mastery and performance orientations on student motivation. However, its scope is restricted to a certain demography, namely students enrolled in the program, Bachelor in Education (Teaching English as a Second Language) in private universities in Malaysia. The limited applicability of the results to different groups, such as students from diverse academic disciplines and educational establishments, is a constraint. Moreover, the use of a cross-sectional design restricts the capacity to establish causality and monitor temporal changes. And the dependence on self-reported measurements creates possible biases in the collecting of data. To improve our comprehension of motivational orientations in various educational settings, it is important to address these constraints in future study. The findings indicate the necessity for future study to delve deeper into the impact of contextual and cultural elements on the efficacy of mastery and performance orientations. These studies can offer more customized techniques for a variety of educational environments. Longitudinal study is needed to investigate the lasting impact of these orientations on student motivation and academic accomplishment. This will provide valuable insights into the development of motivation throughout the educational journey.

8. Conclusion

This study has examined the effects of mastery and performance approach orientations on student motivation among students enrolled in the program Bachelor in Education (Teaching English as a Second Language) in private universities in Malaysia, revealing important insights. The findings clearly indicate that both mastery and performance approaches have a considerable impact on student motivation, but to different extents. Notably, the mastery approach exhibits a stronger positive association. These findings emphasize the crucial significance of intrinsic motivation in promoting more profound engagement and learning. Although the study has limitations, such as its narrow emphasis on a specific population and its dependence on self-reported measurements, the implications for educational practice are significant. Teachers are advised to create learning settings that prioritize personal growth and comprehension, utilizing the inherent drive linked to mastery orientations. At the same time, the complex nature of performance orientation highlights the importance of implementing well-rounded educational approaches that acknowledge the motivational significance of meeting and surpassing external benchmarks. Future study should strive to expand the demographic range and utilize longitudinal designs to capture the evolving nature of student motivation over time. This work adds to the continuing conversation about improving educational results through specific motivational tactics, providing a starting point for more captivating and efficient learning experiences.

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