

# Motivational Factors that Encourage Vocational College Students to Continue Their Studies to Bachelor's Level based on Maslow's Hierarchy Theory

Ali Firdauz Amat<sup>1</sup>, Mohd Hasril Amiruddin<sup>1\*</sup>

<sup>1</sup> Faculty of Technical and Vocational Education

University Tun Hussein Onn Malaysia, 86400 Batu Pahat, Johor, MALAYSIA

\*Corresponding Author: [hasril@uthm.edu.my](mailto:hasril@uthm.edu.my)

DOI: <https://doi.org/10.30880/ritvet.2024.04.01.010>

## Article Info

Received: 30<sup>th</sup> January 2024

Accepted: 19<sup>th</sup> June 2024

Available online: 30 Jun 2024

## Keywords

Maslow Theory, Intrinsic, and  
Extrinsic, Motivations, further studies

## Abstract

A research study was conducted to identify the motivational factors that drive vocational college students to pursue undergraduate studies after completing their diploma program, based on Maslow's Hierarchy of Needs Theory. The study examined the correlation between these factors and students' decisions to further their studies. Questionnaires were distributed to final-year vocational college diploma students in welding technology programs across Malaysia, with 173 study samples. Out of these, 130 students who expressed a desire to further their studies were used for analysis. Data analysis was performed using Statistical Package for the Social Sciences version 26.0, which includes descriptive statistics such as mean, standard deviation, and Pearson's correlation inferential statistics. The study found that self-improvement needs were a factor for intrinsic motivation, while physiological needs were a factor for extrinsic motivation. The study also revealed that intrinsic and extrinsic motivation significantly correlated with vocational college students' motivation to further their undergraduate studies.

## 1. Introduction

Tertiary education refers to the education system that comes after secondary education. It includes educational institutions that aim to produce a workforce that is skilled, knowledgeable, and capable of meeting the demands of future careers. TVET (Technical and Vocational Education and Training) also exists at the tertiary education in vocational colleges (KVs) being a prime example. These institutions offer technical and vocational fields of study that cover both theoretical and practical aspects. Despite this, there is still a challenge to overcome as society in Malaysia tends to view TVET as the last resort for continuing studies. As a result, children often follow their parents' advice and avoid venturing into the TVET field (Gow Jie & Mohd Yasin, 2022). Many students are discouraged from pursuing TVET (Technical and Vocational Education and Training) by family members, particularly parents. This unfavorable attitude toward TVET education contributes to a broad view of it as uninteresting and unsuitable for the current generation. This lack of interest in TVET is frequently related to the notion that its 3D jobs are dirty, dangerous, and difficult, with little pay and bad working conditions. Such beliefs have created a poor image of TVET, discouraging students from pursuing it (Zulkiflee et al., 2020). It is critical to urge vocational college students to pursue higher degrees of education. Priority should be given to those who have the potential and ability to develop talent and achieve better achievements at the bachelor's level.

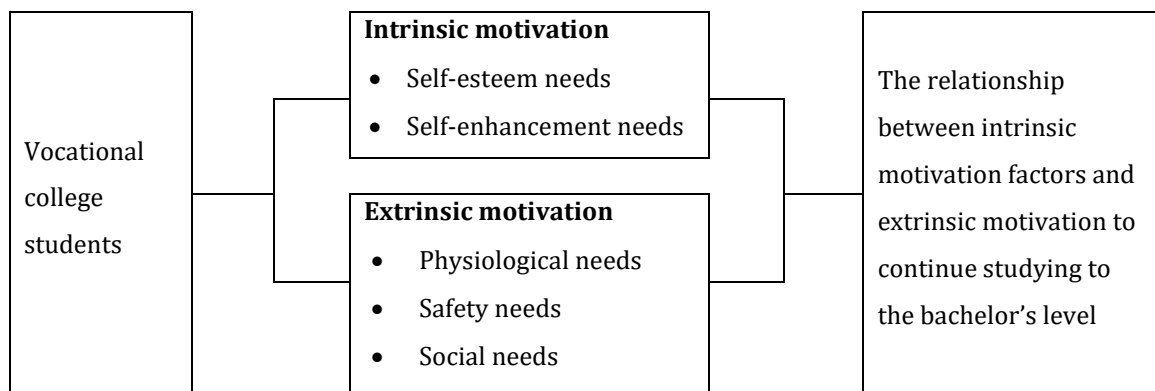
Motivation plays a crucial role in driving individuals toward accomplishing their goals. Mahdzar, Jaapar, and Zain (2022) reported that students tend to perform their best academically when they are motivated to achieve their desired outcomes. Haryanto and Dewi (2020) have emphasized the importance of understanding students'

motivation to comprehend their needs and assess their satisfaction levels. Motivation is a driving force that inspires an individual to achieve their goal with the best possible results. People with high motivation tend to be more active in improving their performance. In contrast, those with low motivation tend to be less severe and enthusiastic in carrying out tasks and may even lack attention at work (Ena & Djami, 2021). To help individuals achieve high motivation, it is essential to understand and address their needs effectively (Haryanto & Dewi, 2020).

Intrinsic motivation refers to the motivation that comes from within an individual, while extrinsic motivation refers to the motivation that originates from external sources (Ena & Djami, 2021). Azis (2017) suggests that intrinsic motivation arises from an individual's needs, including their goals in a learning environment. In other words, intrinsic motivation does not require external stimulation but comes from the students themselves. Furthermore, Husin and Azali (2019) emphasize that intrinsic motivation is an internal factor that drives an individual towards achieving their goals. Extrinsic motivation is a term used to describe behaviors that are driven by external factors such as rewards or incentives, rather than by a person's desires or goals (Handayani, 2017). People who are motivated extrinsically work with the belief that they will receive some benefit or reward. This demonstrates that external motivational factors can have a positive impact on a person's behavior and performance. Handayani's study in 2017 found that from the perspective of parents and lecturers, extrinsic motivation is more prominent in student learning. However, when it comes to the students' awareness of the importance of education, intrinsic motivation is dominant. It is important to note, however, that whether someone is intrinsically or extrinsically motivated, having a high level of motivation will likely lead to success in their work and tasks (Husin & Azali, 2019).

Maslow's theory of need motivation is one of the primary references for motivation studies (Husin & Azali, 2019). The Hierarchy of Needs theory, developed by Maslow, highlights that everyone strives to satisfy their own needs and desires (Hashim, Aziz & Hassan, 2014). This theory supports the adjustment and innovation of human life in terms of the ecosystem. This theory has been chosen as a research tool to measure the level of motivation among students due to its suitability in testing human behavior, especially in the case of student motivation. According to Main (2023), Maslow's hierarchy theory is used in the business sector to understand employee motivation, in the marketing sector to understand customer needs, and in the education sector to understand student motivation. Moreover, Maslow's theory is among the most popular and widely referenced motivational theories. It has broad applicability, especially in poor and developing countries where money is still a significant motivating factor (Osemeke, 2018).

According to Maslow's Hierarchy of Human Needs, there are five levels of needs that individuals have: physiological needs, safety needs, social needs, self-esteem needs, and self-actualization needs. These needs are arranged in a hierarchy, starting with the most basic needs like food and shelter, which are necessary for survival. Once these needs are met, an individual can focus on fulfilling their safety needs, which provide a sense of security and well-being. Social needs are also important as they fulfill the need for belonging and acceptance, which is essentially love. Self-esteem needs are about appreciating oneself and prioritizing self-respect over seeking admiration from others. Finally, the need for self-actualization or self-improvement is about reaching one's full potential. This theory was further explored by Zi-Huang and Selamat in 2023, who suggested that hierarchically fulfilling these needs is crucial for an individual's overall well-being.



**Fig. 1** Conceptual framework

Previous research has identified three types of rewards that can satisfy Maslow's Hierarchy of Needs. The highest level is self-actualization, which is fulfilled by intrinsic rewards like social respect, appreciation, prestigious awards, and social praise to gain a good reputation. The second level is fulfilling self-esteem needs, which can be achieved through intrinsic and extrinsic rewards. The third level consists of social and physiological needs, which are purely extrinsic rewards. Recent research by Osemeke (2023) suggests that

Maslow's highest-level needs - self-esteem and self-enhancement - are intrinsic motivators. Therefore, Ganaprakasam's (2018) literature categorizes motivational factors based on Maslow's statement. The study identifies aspects of intrinsic motivation based on self-esteem and self-improvement needs, while extrinsic motivation consists of physiological, safety, and social needs

## 2. Methodology

This study follows a conceptual design with a quantitative approach that includes a descriptive survey and inferential statistics. A questionnaire was used as a research instrument to collect data from respondents to identify motivational factors that encourage vocational college students to continue their studies. This technique offers several benefits, including the latest and direct use of data collected for research. Additionally, this method saves time, cost, and energy, and provides accurate and regular samples according to the theory that the sampling results represent the population (Husin & Azali, 2019; Sheffie, 1995).

The survey was conducted at a vocational college that offers welding technology diploma courses all over Malaysia. KV is divided into several zones, including the northern zone, the east coast zone, the central zone, the southern zone, and the Sabah and Sarawak zone. The location was chosen because Vocational College is a TVET institution that produces many students with potential in technical and skill-oriented fields. It is important to note that the study is limited to final-year students majoring in welding technology at KV in each zone throughout Malaysia. The focus of the survey is on the students who are about to complete their vocational diploma as it is essential to expose their direction at this level. Some students have a plan for determining their future and making a wiser choice about the appropriate steps to continue their studies at a higher level or vice versa. It is worth mentioning that the study only focused on KVs that offer Diploma programs in welding technology throughout Malaysia.

Research instruments need to be reviewed and verified by experts to ensure that the questionnaire and checklist items align with the research objectives and answer the research questions. An essence expert assesses and evaluates each question in the research instrument. For this purpose, three experts who are proficient in their respective fields and have at least ten years of experience have been selected to validate the proposed questionnaire. A pilot study is a small test that is conducted to assess various aspects such as feasibility, time appropriateness, cost involvement, reachability, and adequacy of the study. It helps in determining the population or sample size, identifying, and removing any items that do not meet the study goals, and improving any deficiencies before the actual study is carried out. The primary objective of conducting a pilot study is to ensure that the data obtained is valuable and sufficient to carry out the analysis so that the research objectives are achieved (Hua, 2016). The reliability of a questionnaire is tested before conducting the study. The most used data analysis method in quantitative research is determining Cronbach's alpha.

The survey had 173 study samples, out of which only 130 students who expressed an interest in further studies were used for analysis. The data analysis was performed using Statistical Package for the Social Sciences version 26.0. A self-administered survey was used as the main source of primary data for the study. The survey consisted of two parts and was written in both English and Bahasa Melayu. Part A of the survey contains questions related to demographic information, while Part B covers other areas of interest. Nine questions were developed for part A of the demographic profile. Motivation can be categorized into five factors: physiological needs, safety needs, social needs, self-esteem needs, and self-improvement needs, as defined by Mahdzar, Jaapar, and Zain (2022). To measure each of these factors, five questions were used, resulting in a total of 25 questions. Descriptive and correlation analyses were conducted to examine the strength of the relationship between motivational factors with the five Maslow needs and students' plans to pursue higher education.

## 3. Results and Discussion

The study gathered research findings through questionnaires, to determine the characteristics that drive students to pursue bachelor's degree programs. The respondents' responses were analyzed using SPSS software version 26.0, following the analysis as laid out in the research methodology.

### 3.1 Descriptive Analysis

Table 1 presents the mean values of each motivation factor, with the overall score for motivation being high at  $M=4.43$  (a score between 3.68 – 5.00, according to Ong, Nazili, & Lai, 2021). The highest mean motivation score is for physiological needs ( $M=4.66$ ), followed by safety needs ( $M=4.49$ ), then self-improvement needs ( $M=4.48$ ), and self-esteem needs ( $M=4.43$ ). On the other hand, the motivational factor of social needs is unimportant, as it has the lowest level of  $M=4.10$ .

**Table 1** Mean, Standard deviation (SD) for Maslow Hierarchy of Needs

Factor	Mean	Standard deviation (SD)	Rank	S
Physiological needs	4.66	0.551	1	130
Safety needs	4.49	0.710	2	130
Social needs	4.10	0.868	5	130
Self-esteem needs	4.43	0.700	4	130
Self-improvements need	4.48	0.665	3	130
Total	4.43	0.698		

According to the study, students are highly motivated by their psychological needs. The order of importance for the other needs is safety, self-improvement, self-esteem, and social needs. Maslow's hierarchy of needs distinguishes between intrinsic and extrinsic motivation, and the table shows that self-improvement needs are highest for intrinsic motivation, while physiological needs are highest for extrinsic motivation.

Table 2 displays the key aspects of each motivation factor that drives students to pursue higher education. Based on the table, the highest mean value for motivating vocational college students for their physiological needs is to help families achieve a better standard of living (M = 4.75). The most important aspect of the safety needs factor is to obtain a more secure life in the future (M = 4.56), while the social needs aspect is to meet more friends (M = 4.37). For the self-esteem factor, acquiring knowledge (M = 4.69), fulfilling dreams, and achieving personal ambitions (M = 4.85) in the self-improvement needs factor are the most essential parts for vocational college students to motivate them to pursue their studies at a higher learning institution. According to these students, the least important factor is social needs (Want to be noticed by other friends).

**Table 2** Motivation Motivation aspects for Diploma vocational college students in Welding Technology

Factor	Mean	Standard deviation	S
Physiological needs (Get a better job)	4.50	0.638	130
Physiological needs (Buy food)	4.15	0.672	130
Physiological needs (Helping families achieve a better standard of living)	4.75	0.487	130
Physiological needs (Learning and continuing learning are important)	4.35	0.746	130
Physiological needs (Get a high-paying job)	4.66	0.551	130
Safety needs (To obtain a permanent job after graduation)	4.48	0.673	130
Safety needs (To obtain a more secure life in the future)	4.56	0.623	130
Safety needs (To be a good example to other siblings)	4.53	0.673	130
Safety needs (To avoid being left behind by a friend who constantly achieves success)	4.34	0.868	130
Safety needs (To avoid bothering others)	4.55	0.716	130
Social needs (To avoid a boring life)	4.27	0.833	130
Social needs (To participate in various activities of the association)	4.06	0.795	130
Social needs (Meet more friends)	4.37	0.818	130
Social needs (To get the attention of the lecturer)	3.95	0.934	130
Social needs (Want to be noticed by other friends)	3.88	0.962	130
Self-esteem needs (To increase self -confidence)	4.43	0.658	130
Self-esteem needs (To acquire knowledge)	4.69	0.526	130
Self-esteem needs (Appreciated by others)	4.34	0.783	130
Self-esteem needs (Respected by others)	4.27	0.805	130
Self-esteem needs (To earn an academic excellence award)	4.46	0.728	130
Self-improvement needs (To develop one's potential)	4.45	0.648	130
Self-improvement needs (To fulfill dreams and achieve personal ambitions)	4.85	0.581	130
Self-improvement needs (To understand your weaknesses and strengths)	4.54	0.559	130
Self-improvement needs (To improve social status)	4.32	0.726	130

Self-improvement needs (To get more wealth in the future)	4.26	0.812	130
---	------	-------	-----

### 3.2 Correlation Analysis

Table 3 shows the Pearson correlation matrix for all the independent variables in this study. These variables include the intrinsic motivation factor, consisting of self-esteem needs and self-improvement needs, as well as extrinsic motivation, consisting of physiological needs, safety needs, and social needs. The correlation results between these variables are statistically significant. Intrinsic and extrinsic motivations have high correlation statistics ( $r = 0.834$ ,  $p < 0.05$ ), indicating a positive relationship between the variables.

**Table 3** *Pearson correlation matrix*

Factor	Intrinsic motivation	Extrinsic Motivation
Intrinsic motivation (Self-esteem needs, Self-improvement needs)	1	0.834
Extrinsic Motivation (Physiological needs, safety needs, and social needs)	0.834	1

The null hypothesis ( $H_0$ ) states no significant difference in motivational factors for vocational college students' diploma in welding technology diploma to continue their studies. Since the significant relationship is 0.000, less than 0.005, this null hypothesis is rejected.

### 3.3 Discussion

Each research objective established has been attained and the study findings reviewed. The analytical findings are used and discussed to see if the study's objectives were met or rejected.

#### 3.3.1 Identifying the level of intrinsic motivation factors among welding technology diploma vocational college students to pursue further studies.

The study's results indicate that the desire for self-improvement is quite high, as shown by the mean score analyzed. Overall, the analysis demonstrates that the need for self-improvement is an intrinsic motivational factor that drives students to pursue higher education up to the bachelor's level. This is because students want to achieve self-actualization by fulfilling their aspirations and goals. This finding is consistent with a study conducted by Mahdzar, Jaapar, and Zain (2022), which found that the need for self-improvement significantly influences individuals' behavioral intentions to continue their education.

According to a recent survey, KV students' top choice for self-improvement is fulfilling their dreams and achieving their ambitions, which shows that they are not only focused on career marketability but also want to achieve their aspirations. The survey also found that students are motivated to realize their dreams by the long-term goals they have built, and the career exposure shared by successful industry workers through social media. This finding is consistent with the study by Mohd Yusop and Abbas (2016), which suggests that furthering studies benefits students' future careers by providing opportunities for reform and self-improvement. KV students' desire for self-improvement is driven by the prospect of a brighter future. According to a survey conducted by Naemat et al. (2017), gaining knowledge and improving academic qualifications can boost one's confidence and increase the chances of getting a better job. Therefore, continuing to study at a higher level is seen as a crucial step towards achieving their goals and ensuring a successful future.

Learning from previous experiences is critical for bringing about beneficial changes that are needed for the survival of life. Identifying one's strengths and weaknesses is also important, and it ranked second in the preferences of respondents in a recent study. Researchers believe that this can inspire students to acknowledge their weaknesses and strive to improve themselves. The story of the past in school highlights that students did not realize the importance of learning at that time. However, being involved in KV institutions and interacting with friends and teachers from diverse backgrounds helped them understand the importance of improving their weaknesses to lead a better life. According to Alston's (2023) study, one of the significant findings was that students' motivation to obtain a degree is influenced by their awareness and desire to enhance their academic skills. Furthermore, De Hoyos (2023) found that Latin students who pursue higher education become more adaptable and learn to avoid mistakes. Simms's (2022) study revealed that respondents identified personal

weaknesses such as shame, guilt, lack of self-confidence, distrust of the system, employment barriers, lack of guidance, and institutional support as powerful motivators for learning.

Self-potential development is one of the respondents' choices in furthering their education. This element also has a high score. Student involvement in KV exposes students to various exercises and skills that can be acquired and learned. It's different when only academic syllabus is concentrated in high school, making students feel they have no potential and often fall behind in class. Students are aware of their abilities in the field of skills and desire to increase their potential in terms of situations or environmental conditions that require various requirements as work demands. Skilled students will try to hone their existing talents further so that the skills obtained are at a better level and quality without being forced by the environment. This statement coincides with the study of Naemat, Khalid, Harun, Ahmad, and Osman (2017), who found that the motivation to continue studying willingly and without coercion becomes a personal initiative to meet the challenges ahead.

Sociologist Max Weber classified five types of social classes: aristocracy, professional, lower middle class, blue collar, and lower class. However, our country has been categorized into three social level classes after the country was hit by the COVID-19 epidemic, namely B40, M40, and T20. Improving social status is also essential for respondents who describe education as changing everything. Students at KV likely have different family backgrounds and different levels of social class. By looking at the small family income, the change to improve the economic level motivates students to change their profession to have a better financial status than now. Most studies using Maslow's theory found that social status is a factor in a person wanting to make changes for himself or his family to obtain a better social status. Justice (2023), in his writing, found that one of the respondents voiced personal rights to be treated with dignity and respect. He continued his education to change the sensitivity of society towards him, who is black like other people who have personality and everything. Education can change a person's social level by increasing academic qualifications and changing society's perception. This coincides with the study of Van Devender (2023), stating that when a person's theoretical position is more sustainable and gets the highest achievement, the effect of society will give appreciation, and students will feel proud of their performance.

For KV students, the idea of obtaining more wealth in the future should not be their primary objective. However, this option still scores highly in terms of importance. It is unnecessary to discuss this perspective in detail, as it is already covered under the extrinsic motivation section, which includes the desire to improve one's life and support personal and family finances.

### **3.3.2 Identifying the level of extrinsic motivation factors among welding technology diploma vocational college students to pursue further studies.**

The second research question focuses on extrinsic motivation, which is based on Maslow's hierarchy of needs, i.e., physiological, safety, and social needs. The study results indicate that physiological needs are a highly crucial extrinsic motivational factor, based on the mean score analyzed. This study's findings align with those of Mahdzar, Jaapar, and Zain (2022), who also argue that physiological needs play a significant role in motivating students to pursue higher education.

In this study, it is explained that the top priority for many families is achieving a better standard of living. Improving education is key to achieving this goal, as it can lead to better career opportunities in the future. In Malaysia, an individual's position in the workforce is often determined by their level of education. Those with higher qualifications tend to hold higher positions and earn more money. Therefore, it is evident that a higher level of education leads to better job prospects and an improved salary, which can help individuals change the fate of their families and achieve a more comfortable standard of living. According to Todd (2023), people from rural and low-income backgrounds are highly motivated to pursue education as a means of improving their standard of living. Similarly, Perez (2023) agrees with previous research that students aspire to complete a degree for their benefit and that of their families. Naemat, Khalid, Harun, Ahmad, and Osman (2017) further emphasized that pursuing higher education is crucial, as it can lead to better job opportunities and a higher salary, thereby improving one's standard of living.

Money holds significant importance in our lives and acts as a driving force for everyone. The term funds here refers to the salary that one earns. The amount of salary is usually determined by the level of academic qualifications that a person holds. Based on a study, it was found that the preference of the respondents when it comes to choosing a career is heavily influenced by the potential income it can offer. Participants of the study believed that obtaining a degree can lead to high-paying jobs. Mohd Yusop and Abbas (2016) proved that external factors such as salary and other benefits play a vital role in motivating individuals to pursue higher education. Similarly, in a recent study by Simms (2022), participants mentioned that higher education could provide them with the hope of earning a suitable salary to support themselves and their families.

Welding is a highly skilled field that is important to support the metal fabrication and construction industry. Malaysia is a country that produces oil and gas for both domestic and foreign use. Metals are the primary construction material used in every offshore building structure and oil and gas line construction. To meet the



demands of this industry and secure better career prospects, further education is required. Individuals who possess a qualification certificate and skills in a specific field are more likely to be offered job opportunities with better status than those without qualifications. A degree is the minimum requirement for holding a good position at work. The higher a person's expertise, the more assured they are of securing a good place in their career. Therefore, an excellent academic qualification can guarantee a promising future, brighter job security, and the ability to achieve career goals. According to George's study (2023), all respondents believe that the value of a higher education degree is to achieve career goals. Todd's study (2023) also stated that students from rural areas have access to work after acquiring educational qualifications that family members previously prohibited. Therefore, obtaining a better job is the third highest choice of respondents in this study for physiological needs.

The next participant's choice for this study is the importance of learning and continuing education, which is essential. The researcher believes that when students join the KV Institution, they gain awareness and strive to improve themselves after achieving a bad reputation in a secondary school-level education. The importance of learning in TVET also serves as a motivational driver for them to improve their skill level in line with industry practice. Justice's study (2023) stated that one of the respondents shared that obtaining a degree is a goal for their benefit to get a career field that suits them and is satisfying. Based on the respondents' perception, one factor that encourages them to continue their education to the secondary level is their passion for and the importance of learning (Jones, 2023).

Finally, the aspect of basic needs for all human needs, which is the element of buying food, is the lowest option for this study, but the score is also high. Researchers argue that obtaining a high-paying job, the highest choice of respondents in this study will indirectly cover other expenses, especially buying food. In other words, these basic needs can be met if the basic needs (physiology) and the needs above (self-improvement) have been achieved.

### **3.3.3 Identifying the relationship between motivation factors among welding technology diploma vocational college students to pursue further studies.**

Based on the analysis conducted, the study results show a significant relationship between intrinsic and extrinsic motivation for KV welding technology diploma students to continue their studies to the bachelor's level. The findings of this study show that KV students' perception of intrinsic and extrinsic motivation is significant and positive in encouraging them to continue their studies to the undergraduate level. The researcher believes that every motivational factor, intrinsic and extrinsic, is closely related to the needs of students. When these needs are met and fulfilled, satisfaction in achievement positively impacts life. It motivates one to achieve something better through the writing of Lee (2023), who thinks that intrinsic and extrinsic motivations are closely related when a person wants to succeed and deal with failure or face challenges. Although intrinsic motivation is important for learning, extrinsic motivation is no less important for achieving goals and ambitions. (Lee, 2023; Ryan & Deci; Yusuf, 2011).

The guideline based on the theory built by Dr. Abraham Maslow can be seen as a motivator for KV students. Motivating is giving a reason for an action (Lee, 2023). The study of Mahdzar, Jaapar, and Zain (2022) showed that the respondents' perception of motivation is significant and positive, which affects their desire to continue their studies to a higher level. In addition, his research concluded that Maslow's motivation theory is considered a motivator for students.

As known, this study found that intrinsic and extrinsic motivation factors are critical in influencing a person to continue their studies, to change their academic qualifications to obtain good incentives for the future. The hierarchy of needs also indicates that individuals have different needs, from basic physiological needs to higher-level needs, such as self-improvement. This theory states that meeting these needs can motivate individuals to do something. The study by Omar and Hussain (2019) says that intrinsic motivation has a higher effect on a person's performance in doing something. Bellon's study (2023) claimed that in his research, almost all respondents stated that their intrinsic motivation to continue their studies consisted of a love of learning, the intellectual challenge required, and a commitment to education. In addition, the study also found that extrinsic motivational factors such as career advancement, serious manners, respect, and trust in others increase their motivation to obtain a degree. Therefore, motivated individuals are more likely to achieve their personal goals and experience satisfaction in learning, which can improve academic achievement and personal success.

## **4. Conclusion**

It is the conclusion of this paper that Maslow's hierarchy of needs is a crucial resource for identifying what motivates people. The hierarchy includes several wants, such as physiological, safety, love/belonging, esteem, and self-actualization. These demands can be divided into motivational categories such as intrinsic, extrinsic, and external. The need for self-improvement ranks highest among intrinsic motivating forces. The most important decision among extrinsic factors is the aspect of physiological needs. According to Maslow's hierarchy of needs, intrinsic and extrinsic motivation components are significantly and positively related. When one

considers when a person's requirements are met or not met, this relationship becomes clear. Peace and contentment are felt when wants are satisfied. On the other hand, discomfort or tension that results from an unsatisfied need drives one to look for a means of satisfying it. This circumstance serves as the foundation for the drive to work toward achieving both intrinsic and extrinsic objectives.

## Acknowledgement

The authors would like to thank the Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia for supporting this research. Special thanks are also dedicated to all research members and personnel for continuous effort in completing and contributing input for this research.

## Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of the paper.

## References

- Alston, M. (2023). Student perception and the influence of blended learning in an alternative school pursuing a diploma (Order No. 30690352). Available from ProQuest Dissertations & Theses Global. (2881567195). Retrieved from <https://www.proquest.com/dissertations-theses/student-perception-influence-blended-learning/docview/2881567195/se-2>
- Hua, K.A. (2016) Pengenalan Rangkakerja Metodologi dalam Kajian Penyelidikan Satu Kajian Literatur, Malaysian Journal of Social Sciences and Humanities (MJSSH), 1(2), 17-24. <https://doi.org/2504-8562>
- Azis, A.L. (2017). Pengaruh motivasi Intrinsik dan Motivasi Ekstrinsik Terhadap Prestasi Belajar Ekonomi Bisnis Kelas X Peserta Didik Kelas X di SMKN 4 Makassar (Doctoral dissertation, PASCASARJANA).
- Bellon, N. (2023). The doctoral dad: Fathers pursuing a doctor of education degree (Order No. 30820167). Available from ProQuest Dissertations & Theses Global. (2908965354). Retrieved from <https://www.proquest.com/dissertations-theses/doctoral-dad-fathers-pursuing-doctor-education/docview/2908965354/se-2>
- DeHoyos, A. (2023). A grounded theory and situational analysis based examination of resources for first generation latinas pursuing doctorates in counseling psychology (Order No. 30311692). Available from ProQuest Dissertations & Theses Global. (2793903177). Retrieved from <https://www.proquest.com/dissertations-theses/grounded-theory-situational-analysis-based/docview/2793903177/se-2>
- Ena, Z., & Djami, S. H. (2021). Peranan motivasi intrinsik dan motivasi ekstrinsik terhadap minat personel bhabinkamtibmas polres kupang kota. *Among Makarti*, 13(2).
- Ganaprakasam, C. (2018). Kajian Literatur terhadap Teori Motivasi. 10.13140/RG.2.2.11711.20643.
- George, R. C., Jr. (2022). Utilizing educational supports: A case study of enlisted marine active-duty women student veterans pursuing higher education (Order No. 29998037). Available from ProQuest Dissertations & Theses Global. (2760551812). Retrieved from <https://www.proquest.com/dissertations-theses/utilizing-educational-supports-case-study/docview/2760551812/se-2>
- Jie, G., Yasin, M. & Ruhizan (2022) Usaha Meningkatkan Kesedaran Pelajar dan Ibu Bapa Terhadap Kebolehpasaran Pekerjaan dalam Bidang TVET. *Jurnal Dunia Pendidikan*, [S.l.], v. 4, n. 1, p. 529-539, May 2022. ISSN 2682-826X. Availableat: <https://myjms.mohe.gov.my/index.php/jdpd/article/view/18142>
- Handayani, R. A. D. (2017). Analisis motivasi intrinsik dan ekstrinsik mahasiswa calon guru fisika.
- Haryanto, A. T., & Dewi, S. N. (2020). Peran Kepemimpinan Efektif dan Kedisiplinan Terhadap Komitmen Organisasi dan Motivasi Maslow Pada Kinerja Tugas Guru di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 801–812. <https://doi.org/10.31004/basicedu.v4i4.448>
- Hashim, N., Aziz, N. A., & Hassan, M. M. A. (2014). EKSPLORASI KEPERLUAN REMAJA DALAM NOVEL'MERDEKAKAN CINTA RATNA'. *Jurnal Pengajian Melayu (JOMAS)*, 25(1), 180-204.
- Husin, N., & Azali, S. N. H. I. (2019) Hubungan antara Motivasi terhadap Komitmen Pekerja Pentadbiran di Kolej Universiti Islam Antarabangsa Selangor.
- Jones, S. Y. (2023). The psychosocial factors african american males identify as impacting their motivation to pursue a postsecondary education (Order No. 30568978). Available from ProQuest Dissertations & Theses Global. (2840100054). Retrieved from <https://www.proquest.com/dissertations-theses/psychosocial-factors-african-american-males/docview/2840100054/se-2>
- Justice, L. A. (2023). Factors Influencing African American Women to Attend a Rural Community College and Persist to an Associate Degree (Order No. 30420640). Available from ProQuest Dissertations & Theses Global. (2829357147). <https://www.proquest.com/dissertations-theses/factors-influencing-african-american-women-attend/docview/2829357147/se-2>
- Main, P (2023, May 09). Theories of Motivation. Retrieved from



- <https://www.structural-learning.com/post/theories-of-motivation>
- Lee, E. (2023). Motivating Mature English Language Learners in Community Colleges to Pursue Higher Academic Goals (Order No. 30566660). Available from ProQuest Dissertations & Theses Global. (2844614447). <https://www-proquest-com.ezproxy.uthm.edu.my/dissertations-theses/motivating-mature-english-language-learners/docview/2844614447/se-2>
- Mahdzar, M.; Jaapar, A.; Zain, W.Z.W.M. (2022) High School Students' Motivation Needs and Their Intentions to Pursue Tertiary Education. Proceedings 2022, 82, 37. <https://doi.org/10.3390/proceedings2022082037>
- Naemat, M.R., Khairil, M.N., Harun, M.R., Ahmad, A. & Osman, L.H. (2017). Faktor pendorong yang mempengaruhi keputusan melanjutkan pengajian ke institusi pengajian tinggi di kalangan staf kerajaan dan swasta.
- OMAR, S. H. B., & HUSSAIN, N. H. B. M. (2019) Hubungan antara Motivasi Ekstrinsik dan Intrinsik Terhadap Prestasi Kakitangan Pentadbiran di Kolej Universiti Islam Antarabangsa Selangor.
- Osemeke, M., & Adegboyega, S. (2018). Critical Review and Comparism between Maslow, Herzberg and McClelland 's Theory of Needs.
- Perez, A. (2023). The success of latina first-generation college graduates (Order No. 30487872). Available from ProQuest Dissertations & Theses Global. (2889160965). Retrieved from <https://www.proquest.com/dissertations-theses/success-latina-first-generation-college-graduategraduates/docview/288916095/se-2>
- Simms, M. (2022). A study on formerly incarcerated women from appalachia pursuing higher education (Order No. 28967744). Available from ProQuest Dissertations & Theses Global. (2649223738). Retrieved from <https://www.proquest.com/dissertations-theses/study-on-formerly-incarcerated-women-appalachia/docview/2649223738/se-2>
- Todd, S. M. (2023). "I did it as A discipline to myself..": Black women in pursuit of collegiate education during the early twentieth century (Order No. 30509769). Available from ProQuest Dissertations & Theses Global. (2808803860). Retrieved from <https://www.proquest.com/dissertations-theses/i-did-as-discipline-myself-black-women-pursuit/docview/2808803860/se-2>
- VanDevender, G. J. (2023). Factors Influencing First-Generation Students' Higher Education Persistence & Degree Completion at an Appalachian Institution (Order No. 30418225). Available from ProQuest Dissertations & Theses Global. (2808542059). <https://www.proquest.com/dissertations-theses/factors-influencing-first-generation-students/docview/2808542059/se-2>
- Yusof, J., & Nawati, A. Motivasi (2021), Kualiti Dan Kebolehpasaran Graduan Perempuan Dalam Bidang Kemahiran Di Kolej Vokasional.
- Zi-Huang, O., & Selamat, M. N. (2023, January 31). Hubungan Antara Gaya Kepimpinan Dengan Motivasi Dalam Kalangan Jururawat di Pulau Pinang. Jurnal Wacana Sarjana, 7(1), 1-6. Retrieved from <https://spaj.ukm.my/jws/index.php/jws/article/view/519>.
- Zulkiflee, E., Puteh, F. & Ahmad, J. (2020). Analysing the Awareness of Generation Y Youth on '3D' Industries Through '3D' Info System. 140-155.