



Factors Affecting the Motivation of EFL University Students in Japan

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Abstract

Factors influencing university students' motivation were assessed using a questionnaire based on the following seven theories: hierarchy of needs, Maslow (1943), Herzberg's two-factor flow theory (1959), expectancy theory, Vroom (1964), self-determination theory (SDT), Deci and Ryan (1985), goal-setting theory, Locke (1968), reinforcement theory, Skinner (1938), and equity theory, Adams (1963). The purpose of this study was to comprehensively evaluate the factors that influence university students' learning motivation and analyze how these factors impact academic performance. Students attending a private women's university in Fukuoka City, studying English as a Foreign Language (EFL), were invited to participate in the study. The questionnaire consisted of a 5-point ordinal Likert-scale (Likert, 1932) and open-ended questions. Results were analyzed between motivation scores and final grades with a correlation coefficient. There was a positive correlation .43 ($p < .001$) between motivational scores and final grades. When Maslow's hierarchy of needs were met, it had a positive effect on grades. Also, students who consciously made the effort and planned to fulfill the course requirements themselves, did so. This study builds on current evidence regarding motivation tendencies of university students in Japan. It adds to the literature that examines characteristics of motivation levels of EFL learners in Japan. Future research should incorporate intelligence quotient (IQ) and emotions quotient (EQ) assessments. Not only the quality of lecture content needs to be checked, but also a deeper awareness of the basic needs a student requires is beneficial in order to offer optimal academic settings. Offering more tailored support, especially in the case of students relocating and living independently for the first time, is one recommendation.

Keywords: motivation, Japanese university, EFL, teaching, questionnaire, students

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Background

There are two students, both with similar proficiency in their command of the English language. One has completed her online homework assignment, the other has not. Why? Is it all down to motivation? What motivates a student to submit homework? What prevents a student from turning homework in? There are many factors. According to social-cognitive theory (SCT) (Bandura, 1986), person variables, such as self-regulatory systems and plans, competencies, subjective values, encoding strategies, and expectancies, and situational variables, for example, rewards, and punishments, interact to influence behaviour (Rathus, 1999). Curiosity into why students of the same proficiency had differing levels of motivation towards assigned homework led to an investigation into the different factors which affect the motivation of university students. As motivation is a fluid state and is influenced externally and internally (Hoffman, 2016), seven theories of motivation were utilised to piece together a fuller picture of the motivational influences on university students studies. Motivation is defined as,

The impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level (see unconscious motivation). Motives are frequently divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep; and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals. An important distinction must also be drawn between internal motivating forces and external factors, such as rewards or punishments, that can encourage or discourage certain behaviors. See extrinsic motivation; intrinsic motivation.

(American Psychological Association, 2025)

The word motivation originates from the Latin *movere* which means to move. In psychology, the focus of motivation is on the whys of behaviour (Rathus, 1999). The null hypothesis, H_0 is: there will be no difference in the factors of motivation incurred in high or low academic performances. The alternative hypothesis, H_a is: common motivational factors will have an influence on learning outcomes.

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Method

Questionnaires were designed based on seven theories of motivation. The hierarchy of needs (Maslow, 1943, p. 34), two-factor flow theory (Herzberg et al., 1959), expectancy theory, (Vroom, 1964), self-determination theory (SDT), (Deci & Ryan, 1985), goal-setting theory, (Locke, 1968), reinforcement theory, (Skinner, 1938), and equity theory, (Adams, 1963). The survey was divided into 12 sections, each assessing different factors related to motivation. The section Interest in Course Content evaluated whether or not students found class topics engaging and relevant to their future goals. In Learning Motivation, intrinsic motivation (joy of personal growth) and extrinsic motivation (expectations of rewards or recognition) was assessed. The Autonomy in Learning section measured independent learning behaviour and self-management skills. In Learning Environment and Support the impact of support from teachers, peers, and family on learning was evaluated. The section on Experiences of Flow State assessed how often students experience flow states (deep concentration) during classes or assignments. In Responses to Challenges resilience and persistence when facing difficult tasks were measured. The Learning Behaviour and Outcomes section evaluated participation in class, timely submission of assignments, and deepening understanding of class material. External Factors examined the influence of health, family, technology, and financial conditions on learning. The Inclination Factors Questions section assessed respondents tendencies to overrate or underrate their answers to enable response biases to be identified. These adjustment questions were included to allow for questionnaire filling personality differences. The Impact of Lifestyle section measured lifestyle habits such as part-time work, irregular sleep patterns, and lack of exercise. Environmental Factors questions evaluated the impact of home environment, financial stress, and responsibilities from living alone. Psychological Factors measured confidence in academic ability, stress, anxiety, and feelings of isolation. Widely recognized for its reliability and suitability for statistical analysis, the 5-point Likert scale was used as it minimizes respondent burden while ensuring adequate data accuracy. An odd number of response options allows for a neutral choice, preventing respondents from being forced into selecting either a positive or negative stance. The questionnaires were prepared in the Japanese language and subsequently checked by a Japanese speaker. (See appendix A for an English translation). The university was consulted regarding the ethical content of the questionnaire, and approval to go ahead was granted. Students were

informed that this study would not include any identifiable information regarding their answers to the questionnaire and that it had no effect on their grades and that they could choose to withdraw from the study at any time. Consent forms (appendix B) were signed and then paper questionnaires distributed to students from eight classes, taught by the same lecturer, at a private women's university in Japan, in December 2024. Four of the classes were of first year students, one class of second years, and three were of mixed year groups. The classes varied in English proficiency, (ranging from TOEIC¹ 300- 675, EIKEN² 4- Pre-2, and GTEC³ 702). Students were allocated classroom time, estimated completion time was approximately 20 minutes, to answer 53 multiple choice questions on a Likert scale and fill in simple personal details and answer three open-ended questions about their studies. The completed questionnaires, 92 in all, were collected and results were tabularized. Each participant's score was totalled. The completed questionnaires were numbered and classes were colour-coded. Students' questionnaires were matched up with their final grades of the semester before their names were deleted. Motivation scores were compared with final grades. Results were analysed with the Pearson *r* correlation coefficient. A bias measurement section was included to account for individual response tendencies.

Results

All students invited to participate in the study during class time (*N* = 92) signed the consent form and completed the questionnaire. A clear disparity in student motivation was observed in the learning environment. Based on the hypothesis that higher-performing students are more motivated, a questionnaire incorporating seven representative motivation theories was developed to quantify motivation. Instead of simply summing up the total score of responses, Inclination Factor questions were included to assess individual response tendencies. This allowed for the adjustment of response patterns, thereby providing a more accurate representation of the factors influencing student motivation.

¹ Test of English for International Communication (TOEIC). 600-700 is high intermediate, 400-600 is intermediate, and less than 400 means the proficiency of a beginner, (Testden, 2025).

² Nihon Eigo Kentei Kyokai (EIKEN), or the Eiken Foundation of Japan (formerly the Society for Testing English Proficiency, Inc.), is a public-interest incorporated foundation established in 1963 and based in Tokyo, Japan. It is offered at 7 levels: Grade 1, Grade Pre-1, Grade 2, Grade Pre-2, Grade 3, Grade 4, and Grade 5, (Eiken Foundation of Japan, 2025).

³ Global Test of English Communication (GTEC). (Benesse Corporation, 2025)

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Table 1: Motivation Scores

Motivation Theory/Item	Mean (%)	Standard Deviation
Motivation Total Score	71.49	21.78
Academic Performance (Grade)	84.24	10.03
Maslow s Hierarchy of Needs Scores	75.74	3.94
Herzberg s Two-Factor Theory	77.60	2.44
Expectancy Theory	75.80	2.57
Self-Determination Theory (SDT)	75.20	3.87
Goal-Setting Theory	72.90	1.51
Reinforcement Theory	71.10	1.80
Equity Theory	77.90	1.41
Interest in Course Content	74.70	2.89
Learning Motivation	74.65	1.96
Learning Autonomy	65.05	3.00
Learning Environment and Support	84.95	2.37
Experience of Flow State	75.10	2.50
Response to Setbacks and Challenges	73.30	3.07
Learning Behaviour and Outcomes	69.10	3.22
External Factors	66.00	2.52
Inclination Factors (Adjustment)	66.50	1.94
Impact of Lifestyle	66.10	3.75
Environmental Factors	83.20	3.58
Psychological Factors	58.36	4.15

Freely Written Answers at the End of the Questionnaire

What support do you think you need to improve your motivation to study?

Nothing (x 8), can t continue, can t concentrate, and home alone were possibly related to Maslow s hierarchy of needs. These responses suggest that students may be struggling with fundamental needs such as personal well-being and a stable environment, which could affect their ability to focus and stay motivated. For instance, “can t concentrate” may indicate that basic needs for mental and physical stability are unmet, limiting students ability to engage in academic work. On the other hand, “nothing” may indicate that basic

needs are satisfactory, promoting students' ability to engage in academic work.

Time to study is decreasing, lots of assignments, too high, assignment, and balance were comments possibly related to Herzberg's two-factor theory. These responses point to hygiene factors such as workload and time management, which can create dissatisfaction. While these factors do not directly motivate students, an overwhelming workload or imbalanced assignments may lead to frustration, reducing academic motivation and performance.

Not expanding proficiency, weak points, and difficult homework were possibly linked to expectancy theory because these items reflect a lack of confidence that effort will result in success. When students feel that their efforts, such as improving their proficiency or completing difficult assignments, do not lead to meaningful outcomes, their motivation to continue studying may decrease.

How to study, time to study is decreasing, continue studying, stuck to phone, and phone could be associated with SDT, as responses related to self-direction in learning, such as "how to study," indicate that students are seeking autonomy in their learning processes. When students struggle with motivation or time management, their ability to take control of their learning and pursue studies effectively may be compromised, suggesting a need for more autonomy and competence in their learning strategies.

EIKEN P1 and level seem to be related to goal-setting theory as these responses indicate that students may have specific academic goals (such as achieving a certain level or passing EIKEN Pre-1) but struggle to meet them due to other factors such as time constraints or difficulties with the study content. Setting clear goals is essential for enhancing motivation, and these responses highlight the challenge of maintaining focus when goals are not being achieved.

Reward (x 3), and well done (praise) were probably linked to reinforcement theory as the desire for rewards ("reward x 3") indicates that students respond positively to reinforcement. However, challenges related to concentration and motivation may result in the need for more positive feedback to help sustain efforts and improve academic performance.

Online, Wi-Fi, and work first then not in good condition for class were possibly related to equity theory. Responses such as "online and Wi-Fi" suggest that unequal access to resources (such as internet access) may lead to feelings of inequity among students. If

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students sense that they lack the necessary resources compared to others, their motivation and performance may suffer due to perceived unfairness in the learning environment. The above categorization links the students' difficulties in their academic studies to various motivational theories and their implications on motivation and performance.

Please tell us about the areas of study that you find difficult.

Can't concentrate/stuck to phone, phone home alone, and can't continue. These comments could be related to Maslow's hierarchy of needs because Maslow's theory asserts that individuals can only focus on higher-level motivations, such as academic achievement, once their basic physiological and safety needs are met. Items such as "can't concentrate" suggest that students may be struggling with fundamental needs, such as personal well-being or a stable environment. When students' basic needs, especially mental and physical stability, are not satisfied, it can hinder their ability to focus on studies and maintain motivation.

Study continue, assignments (x 2), lots of assignments, too high, time to study is decreasing, time, and assignment balance were comments probably associated with Herzberg's two-factor theory as Herzberg's theory differentiates between motivating factors (such as achievement and recognition) and hygiene factors (such as learning environment and workload). Insufficient study time, excessive assignments, or an unbalanced workload are considered hygiene factors. These factors, while not directly motivating students, can lead to dissatisfaction or frustration, negatively affecting academic performance and motivation. Managing workload appropriately and setting clear expectations are essential to maintain motivation.

Not expanding proficiency, weak points, and difficult homework seem to be associated with expectancy theory as this theory suggests that students' understanding of the relationship between effort and outcomes influences their actions. Items such as "not expanding proficiency" and "difficult homework" reflect the perception that students may believe their efforts will not result in success, leading to lower motivation. According to this theory, if students perceive a connection between effort and achievement, their motivation will increase, improving their academic performance.

Memorize, can't concentrate, study continue, how to study, writing, when I look up something I don't understand seems to be linked to SDT as it emphasizes the importance

of autonomy, competence, and relatedness in fostering intrinsic motivation. Items such as “memorize” and “how to study” indicate that students want to have control over their learning strategies. According to SDT, when students have a degree of control over their learning process and receive supportive feedback, their motivation increases, which positively affects academic performance.

Essay, and words may be comments connected with goal-setting theory as this particular theory proposes that setting specific, challenging goals enhances motivation and academic performance. Items such as “essay” and “words” suggest that when students set clear goals, such as completing an essay or mastering certain words, their motivation increases, and they are more likely to improve their academic outcomes. Setting clear and challenging goals is a key factor in enhancing motivation.

Reward (x 3), snacks, and well done must be related to reinforcement theory because this theory posits that behaviours can be strengthened by rewards, leading to improved academic performance. Items such as “reward (x 3)” and “well done” indicate that when students receive positive feedback and rewards for their efforts, their motivation increases, which in turn enhances academic results. Positive reinforcement plays a significant role in motivating students, leading to better academic performance.

Please tell us about any topics in your classes or assignments that you found particularly interesting.

Fun song together, music, rhythm and rhyme could possibly be related to Herzberg's two-factor theory as this theory evaluates learning environments by separating motivators (such as achievement and fulfillment) from hygiene factors (such as the learning environment). Activities such as music, singing, and rhythm are motivators that provide positive feedback and internal satisfaction. Although these factors may not directly affect academic performance, they help foster positive attitudes and increase interest in learning, which can enhance academic engagement and potentially improve academic outcomes.

Inventions, and environmental topics are remarks that seem to be close to expectancy theory as it suggests that students are motivated by the understanding that their effort leads to outcomes. When students expect that subjects like inventions or environmental issues will be relevant to their future goals, their motivation to study these subjects increases. The belief that their efforts will result in tangible outcomes enhances

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their learning motivation, which positively influences academic performance.

These findings indicate that students' motivation is shaped by the interaction of internal and external factors. To promote academic success, it is essential to meet students' basic needs, provide an appropriate learning environment, offer opportunities for autonomous learning, set achievable goals, and provide positive reinforcement. These elements are crucial for enhancing motivation and improving academic results.

HAPPINESS, traditional things, fun song together, differences to Japanese culture, sentences together, countries and foreigners. These comments were probably related to SDT as this theory emphasizes the importance of students making independent choices in their learning, which fosters intrinsic motivation. When students have some control over their learning process and are in an environment with minimal external interference, their intrinsic motivation increases. Specifically, students' interest in "traditional things" or "learning about other cultures" and their enjoyment of learning with friends enhances their autonomous motivation, which is associated with better academic performance. According to SDT, when students find meaning and enjoyment in their learning, academic success follows.

These findings indicate that students' motivation is shaped by the interaction of internal and external factors. To promote academic success, it is essential to meet students' basic needs, provide an appropriate learning environment, offer opportunities for autonomous learning, set achievable goals, and provide positive reinforcement. These elements are crucial for enhancing motivation and improving academic results.

Table 2: Comparison of Categorized Motivational Scores with Students' Final Grade

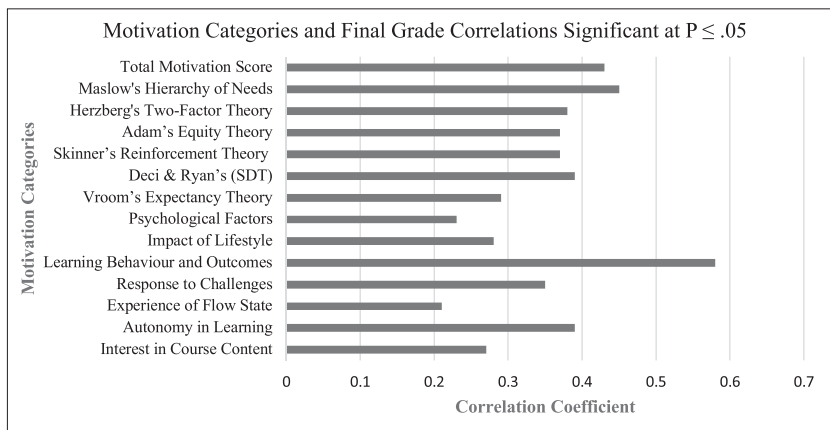
Question Category	Final Grade Correlation Coefficient	P-value
Interest in Course Content	.27	.010*
Learning Motivation	.06	.560
Autonomy in Learning	.39	<.001*
Learning Environment and Support	.17	.109
Experience of Flow State	.21	.050*
Response to Challenges	.35	<.001*
Learning Behaviour and Outcomes	.58	<.001*
External Factors	-.96	.361
Internal Factors	.02	.845
Inclination Factors	.10	.320
Impact of Lifestyle	.28	.007*
Environmental Factors	.17	.113
Psychological Factors	.23	.025*
Vroom's Expectancy Theory	.29	.004*
Deci & Ryan's (SDT)	.39	<.001*
Locke's Goal-Setting Theory	.08	.429
Skinner's Reinforcement Theory	.37	<.001*
Adam's Equity Theory	.37	<.001*
Herzberg's Two-Factor Theory	.38	<.001*
Maslow's Hierarchy of Needs	.45	<.001*
Total Motivation Score	.43	<.001*

*Statistically significant ($p=.05$)

Results were analyzed between motivation scores and final grades, with the correlation coefficient (see table 2). There was a .43 correlation ($p < .001$) between total motivational scores and final grades. When Maslow's hierarchy of needs were met there was a positive effect on grades. Also, students who consciously made the effort and planned to fulfil the course requirements, did so.

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Figure 1: To Show the Relationship Between Motivation Theories or Factors and Final Grade



Discussion

The rationale for incorporating these seven motivation theories into the questionnaire was to comprehensively measure the various factors affecting student motivation and to clarify how each factor influences academic performance. The correlation between each factor and academic performance was examined. When the p-value was less than .05, the correlation was considered statistically significant, and the relationship was quantified using the correlation coefficient. The total motivation score demonstrates a clear and statistically significant correlation with academic performance. With a correlation coefficient of .43 and a p-value of less than .001, the results suggest that the observed relationship is statistically significant, indicating that the link between motivation and academic performance is unlikely to be due to chance.

Maslow's hierarchy of needs has a statistically significant correlation coefficient of .45. The fulfillment of students' basic physiological and safety needs has a moderate positive impact on academic performance. This suggests that students performing in a psychologically and physically stable environment are likely to experience improved academic outcomes. The correlation is statistically significant with a p-value of less than .001, indicating that the relationship is unlikely to have occurred by chance. Herzberg's two-factor theory is statistically significant with a correlation coefficient of .38. Both motivational factors (such as fulfillment and achievement in academic pursuits) and

hygiene factors (such as the learning environment) have a moderate positive influence on academic performance. The p-value of less than .001 confirms that this relationship is statistically significant, further supporting the idea that positive feedback and rewards in the learning process contribute to academic success. The reinforcement theory correlation coefficient was .37 which was statistically significant. According to reinforcement theory, students who receive positive feedback or rewards for their achievements are likely to see a moderate positive impact on academic performance. The p-value of less than .001 demonstrates that this relationship is statistically significant, confirming that reinforcing learning through rewards contributes to improved academic results. Also, Learning Behaviour and Outcomes correlation coefficient was statistically significant at .58. A high correlation coefficient indicates a strong positive relationship between learning behaviours (such as active participation, engagement with tasks, and completion of assignments) and academic outcomes. The p-value of less than .001 confirms that this correlation is statistically significant, suggesting that fostering positive learning behaviours is crucial for academic success. A statistically significant correlation coefficient was shown for SDT. This theory emphasizes intrinsic motivation and autonomy in learning. The moderate positive correlation (.39) with academic performance, confirmed by the p-value of less than .001, indicates that students who feel more autonomous and self-directed in their learning are likely to achieve better academic outcomes. This reinforces the importance of fostering autonomy in the learning process. The statistically significant correlation coefficient for equity theory was .37. The sense of fairness in the learning environment has a moderate positive influence on academic performance. The p-value of less than .001 confirms that this relationship is statistically significant, suggesting that students' perceptions of fairness in the effort-reward relationship can influence their academic results. For Interest in Course Content the correlation coefficient was a statistically significant .27. Students' interest in course content has a moderate positive influence on their academic performance. The p-value of .010 shows that the relationship is statistically significant, indicating that fostering interest in course material can improve students' academic outcomes. The total motivation score was statistically significant with a correlation coefficient of .43. The total motivation score is positively correlated with academic performance. The p-value of less than .001 indicates that this correlation is statistically significant, meaning the relationship between motivation and academic performance is not due to chance. The Inclination Factors were

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designed to measure the personal biases or tendencies of respondents when answering the survey. These items are included to correct for individual biases (for example, when respondents tend to give overly positive or negative responses, or when their answers lack consistency). Therefore, inclination factors themselves do not directly influence academic performance or motivation, but they play a critical role in adjusting for biases in the responses. Although inclination factors do not directly influence academic performance, they are crucial for correcting the data across the entire survey. By eliminating biases or inconsistencies in the responses, the relationships between other motivational theories and academic performance are more accurately reflected. Thus, while inclination factors may not show direct correlations with academic performance, they contribute significantly to the reliability and consistency of the overall data.

Conclusion

The results of this study highlight the significant role of motivation in shaping academic performance. By integrating seven key motivational theories, it was possible to measure and quantify various factors influencing student motivation and their subsequent impact on academic success. The findings demonstrate that motivation, particularly intrinsic motivation, self-determination, and active learning behaviours, has a strong positive correlation with academic outcomes. Furthermore, the study underscores the importance of creating a supportive learning environment and encouraging autonomy among students, as these factors contribute to improved academic performance.

While some factors, such as inclination tendencies, did not show a direct effect on academic performance, their role in ensuring the reliability of the data is critical. The results suggest that future research should continue to investigate the nuances of motivational factors, particularly focusing on how to effectively promote intrinsic motivation and learning behaviours. Additionally, exploring the relationship between motivational factors and other variables, such as IQ, EQ, long-term academic engagement and post-graduation outcomes, may further enrich our understanding of the complex nature of student motivation. Overall, the study provides valuable insights into how motivational theories can be applied to enhance educational strategies, thereby fostering an environment that supports student growth and academic achievement. The survey results clarified the factors that enhance learning motivation, allowing the identification of

effective strategies for promoting it. Furthermore, it identified barriers to motivation caused by environmental and psychological factors which enable practical solutions to address them to be sought after and implemented in the future. Insights from this study guide the development of support systems and educational improvements tailored to diverse student needs.

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Appendix A

Survey: Motivation and Learning Behaviour

Pre-requisite questions

Q1. What is your English proficiency (IELTS / TOEFL / TOEIC / EIKEN) test score?

A1. _____

Q2. How long have you spent in an English-speaking country?

A2. _____ Days _____ Weeks _____ Months _____ Years

Q3. How old are you?

A3. _____

How to answer:

Please choose the answer that most closely matches your feelings for each item.

1. Not at all applicable
2. Not applicable
3. Neither applicable nor negative
4. Applies
5. Very applicable

1. Interest in the content of the class

1. I am interested in the content of the class and am working hard. ____
2. I feel that the topics covered in the class are relevant to my future. ____
3. The teaching materials and class content are attractive. ____
4. I sometimes feel that I would like to learn more based on the content of the class. ____

2. Motivation for learning

5. I feel joy in acquiring knowledge and skills (intrinsic motivation). ____
6. I want to be recognized for getting good grades (extrinsic motivation). ____
7. I aim to grow through assignments. ____
8. I place importance on getting rewards and recognition, and have little interest in learning itself. ____

3. Autonomy in learning

9. I make and execute my own study plan. ____
10. I am able to proceed with my studies at my own pace. ____
11. I feel that there is room for freedom to choose class assignments and activities. ____
12. I can proceed with my studies independently without teacher's instructions. ____

1. Not at all applicable 2. Not applicable 3. Neither applicable nor negative 4. Applicable 5. Very applicable

4. Learning environment and support

- 13. I feel that the classroom and learning environment are conducive to concentration. ____
- 14. Collaborative learning with classmates and friends promotes my learning. ____
- 15. Feedback and guidance from teachers are helpful in my learning. ____
- 16. I feel that the support system throughout the school is sufficient. ____

5. Experience of flow state

- 17. I sometimes concentrate so much during class that I lose track of time. ____
- 18. I feel that the difficulty of the assignments in class is appropriate for my skills. ____
- 19. I always have a clear understanding of my progress on the assignments. ____
- 20. There are moments during class when I enjoy learning. ____

6. Dealing with setbacks and challenges

- 21. I keep trying even when I face difficult assignments or obstacles. ____
- 22. Even when I fail, I think about how I can improve next time. ____
- 23. I approach my daily tasks with long-term goals in mind. ____
- 24. I can take criticism and feedback in a positive way. ____

7. Learning behaviour and results

- 25. I actively ask questions and speak up during class. ____
- 26. I submit my assignments on time. ____
- 27. I think deeply about and discuss the content of classes. ____
- 28. I deepen my understanding of the content of classes through extracurricular activities and independent study. ____

8. External factors

- 29. My home and living environment are factors that support my learning. ____
- 30. Smartphones and social media can sometimes get in the way of my studies. ____
- 31. My physical and mental health conditions affect my motivation to study. ____
- 32. Financial circumstances and part-time work affect my academic performance. ____

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1. Not at all applicable 2. Not applicable 3. Neither applicable nor negative 4. Applicable 5. Very applicable

9. Tendency factors

- 33. I tend to see things in a positive light. ____
- 34. I think I am good at expressing my opinions and feelings in numbers. ____
- 35. I tend to be strict when evaluating something. ____
- 36. I tend to be humble in my evaluation of my abilities. ____
- 37. I often answer while thinking about how others will evaluate me. ____
- 38. I tend to take things into consideration and make conservative judgments. ____

10. Lifestyle influences

- 39. Working a part-time job reduces the amount of time I have to study. ____
- 40. My irregular sleep habits reduce my ability to concentrate in class. ____
- 41. I feel I lack energy during the day due to lack of exercise. ____
- 42. Responsibilities outside of school (e.g. housework) affect my schoolwork. ____
- 43. My study time at home is limited due to a disrupted daily rhythm. ____

11. Environmental factors

- 44. My home environment is not conducive to concentrating on my studies. ____
- 45. The burden of living alone (managing finances, housework) is affecting my studies. ____
- 46. Financial pressure is preventing me from concentrating on my studies. ____
- 47. I feel that my relationships with my classmates are not having a positive effect on my studies. ____
- 48. The noise around me during class is preventing me from concentrating. ____

12. Psychological factors

- 49. I am not confident in my academic ability. ____
- 50. Stress about tests and assignments is lowering my motivation. ____
- 51. I often feel anxious about my future and career. ____
- 52. Feelings of loneliness are affecting my motivation to study. ____
- 53. I often feel that my efforts are not leading to results. ____

Thank you very much for your cooperation.

Free-form writing

1. What support do you think you need to improve your motivation to study?

2. Please tell us about the areas of study that you find difficult.

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3. Please tell us about any topics in your classes or assignments that you found particularly interesting.

Thank you very much for your cooperation in filling out this survey. Your valuable opinions and responses will serve as important data for improving the learning environment and increasing motivation.

Our goal is to build systems and support that will enable you to have a better learning experience. The results of this survey will be used when considering specific measures to achieve this.

We will continue to value your opinions as we work on this. We sincerely thank you for taking the time to respond to this survey.

We look forward to your continued support.

Claire Victoria Suenaga

Appendix B

Consent Form

I, Claire Suenaga, would like to conduct an experiment to help with my language research. Your participation would be greatly appreciated. Please write your name in the gap below to show you agree.

I _____ consent to participating in a language experiment voluntarily. I can quit at any time. This does not affect my final grades.

Your data will be presented anonymously. Your name will not be shown.

Thank you

同意書

私、クレア・スエナガは、私の言語研究のために実験を行いたいと思っています。ご協力
よろしく願いいたします。同意することを示すために、上の空白にあなたの名前を書い
てください。

その事により自主的に語学実験に参加することに同意します。あなたはいつでも途中でや
めることができます。そしてこれはあなたの最終成績には影響しません。
あなたのデータは匿名で提示されます。あなたの名前は表示されません。

よろしく願いします。