

**“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อ  
ระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ**

**“I Learn It for a Better Future”: Ethnic Minority Students’  
Motivation in Pursuing a Bachelor’s Degree in English**

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## บทคัดย่อ

งานวิจัยแบบผสมผสานนี้มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจของนักศึกษาชาติพันธุ์ในประเทศไทยในการเรียนต่อระดับปริญญาบัณฑิต สาขาวิชาภาษาอังกฤษ ที่วิทยาลัยแสงธรรมวิทยาเขตเซเวียร์ คณะผู้วิจัยได้เก็บข้อมูลเชิงปริมาณและเชิงคุณภาพเพื่อทำความเข้าใจปรากฏการณ์อย่างครอบคลุม โดยใช้แบบสอบถามความคิดเห็นออนไลน์ประเมินแรงจูงใจจากผู้เข้าร่วมจำนวนห้าสิบสี่คน นอกจากนี้ ยังมีการสัมภาษณ์แบบกึ่งโครงสร้างโดยมีกลุ่มตัวอย่างแบบเจาะจงจำนวนหกคนเพื่อให้ได้รับข้อมูลเชิงลึกเกี่ยวกับแรงจูงใจและประสบการณ์เพิ่มเติม ทั้งนี้ได้ใช้สถิติเชิงพรรณนาและการวิเคราะห์แก่นสาระของข้อมูลเชิงปริมาณและเชิงคุณภาพ ผลการวิจัยเผยให้เห็นถึงเหตุผลส่วนตัวในการเลือกเรียนสาขาวิชาภาษาอังกฤษ ทั้งแรงจูงใจจากภายในและภายนอก ความท้าทายที่นักศึกษาชาติพันธุ์ต้องเผชิญ และการรับรู้ถึงประโยชน์ของการเรียนภาษาอังกฤษ งานวิจัยนี้ช่วยชี้แนะแนวทางในการพัฒนาโปรแกรมสนับสนุนที่ตรงเป้าหมายสำหรับนักศึกษา

**คำสำคัญ :** แรงจูงใจของนักศึกษา; นักศึกษาชาติพันธุ์; ปริญญาบัณฑิต สาขาวิชาภาษาอังกฤษ

## Abstract

This mixed-method study investigated the motivational factors driving ethnic minority students in Thailand to pursue a Bachelor's degree in English at Saengtham College of Xavier Campus. The research design utilized quantitative and qualitative data collection methods to understand the phenomena comprehensively. Quantitative data were collected through an online opinionnaire distributed to 54 participants, assessing agreement with statements related to intrinsic and extrinsic motivations. Additionally, semi-structured interviews were conducted with a purposive sample of six participants to gain deeper insights into their motivations and experiences. Descriptive statistics and

thematic analysis were employed to analyze the quantitative and qualitative data. The findings revealed personal reasons for choosing English as a major, intrinsic and extrinsic influences, challenges faced by ethnic minority students, and perceived benefits of studying English. This study contributed to the existing literature by addressing a gap in knowledge and informing the development of targeted support programs for students.

**Keywords :** Students' motivation; Ethnic minority students; Bachelor's degree in English

## Introduction

In today's globalized world, English proficiency has become an increasingly important skill for success in Thailand (Why English matters to Thailand, Bangkok Post, 2019, p.3). Choomthong (2014, p.45) pointed out that economic integration with ASEAN countries and international trade have placed a premium on effective communication in English. Moreover, since English has been designated as the operational language in ASEAN nations, Thai individuals are motivated to acquire English proficiency, primarily for communication needs (Choemue & Muljani, 2021, p.14). Therefore, English proficiency is critical in securing employment, particularly in tourism, international trade, and technology (Low, 2020). In addition, this growing demand has fueled a surge in English language learning across all educational levels in Thailand. Higher education is crucial in shaping individuals' futures and contributing to the nation's socio-economic development. As a result, Thai universities offer various academic programs, attracting students from diverse backgrounds and regions (Office of the Education Council, 2017).

“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ

However, as in many other countries, pursuing higher education is influenced by various motivational factors. Ethnic minority students, in particular, face distinct challenges and motivations in their educational journey. For example, many ethnic minority students in Thailand often face social, economic, and cultural barriers impacting their access to and success in higher education (UNICEF, 2021). These barriers may include limited financial resources, language barriers, discrimination, and a lack of representation in academic institutions (UNICEF, 2021). Despite these challenges, many ethnic minority students demonstrate resilience and determination in pursuing their educational goals. The participation of ethnic minority groups in higher education has been steadily rising, especially in northern Thailand (Chanchaemsri et al., 2021). Historically, these groups have faced challenges in accessing quality education due to geographical isolation, socioeconomic disadvantages, and language barriers (Keawsomnuk, 2017). However, recent years have witnessed increased government initiatives and affirmative action programs to improve access to higher education for ethnic minorities (Asian Development Bank, 2014). This expansion in educational opportunities presents a unique situation. In other words, there is a growing number of ethnic minority students seeking higher education and a solid societal emphasis on English language skills.

In response to the growing phenomenon, the Catholic Bishops' Council of Thailand and Saengtham College, working with the Jesuits in Thailand, collaborated to establish Saengtham College, Xavier Campus, Chiang Rai, in 2023. This campus was an educational project called Xavier

Learning Community (XLC), which aimed to empower and uplift young people, particularly those from ethnic minorities in northern Thailand and neighboring countries (Choemue & Bram, 2020). As of now, Saengtham College, Xavier Campus, offers a Bachelor of Arts program in the Faculty of Liberal Arts, majoring in English for Education, Religion, and Culture. Given the diverse cultural backgrounds, tribes, nationalities, and countries coexisting within a large community, English has become a pivotal factor in facilitating communication and interaction within this setting. However, while the overall demand for English is rising, the specific motivations behind this choice for ethnic minority students remain under-explored. Understanding these motivations is crucial for developing effective support systems to help these students succeed academically.

Student motivation is widely acknowledged as a complex phenomenon encompassing internal and external drivers (Choemue & Mbato, 2020). Thus, understanding these factors is essential for developing effective educational strategies. Motivation refers to the desire to engage in an activity and the effort exerted (Pintrich & Zusho, 2002). It can be categorized into two main types: intrinsic and extrinsic. Intrinsic motivation is the internal desire to engage in an activity for its inherent pleasure and satisfaction (Odanga, 2018). In an academic context, this could translate to a love for the English language itself (e.g., the beauty of literature, the intricacies of grammar), the intellectual challenge of mastering a new language system, or the personal satisfaction gained from expanding communication skills (Ryan & Deci, 2000). Extrinsic motivation, on the other hand, arises from external rewards or pressures. For students, this could include pursuing a degree that leads to a well-paying job, fulfilling parental

expectations of academic achievement, or gaining a competitive advantage in the job market (Pintrich & Zusho, 2002).

Some studies have explored the connection between motivation and students' learning within higher education, yet there is a scarcity of research focusing on the context of Thai students. For example, Choemue and Mbato (2020) examined the motivational factors influencing Indonesian students' decision to pursue a Master's Degree in English Education. The results showed that students were intrinsically motivated by personal, environmental, and profession-oriented factors. A systematic review by Isik et al. (2018, p.14) revealed factors that could potentially influence the motivation of ethnic minority students, namely “individual, family-related, school-related, and social factors.” In addition, Nevisi and Farhani (2022) investigated motivational factors affecting Iranian learners' learning of English as a Foreign Language. The study found that EFL learners were motivated by intrinsic factors, e.g., personal enjoyment and social prestige, or extrinsic factors, such as job opportunities, financial gains, and international travel. Consequently, within the Thai context, this study attempted to answer the following research question: What are the motivational factors influencing ethnic minority students in Thailand to pursue a Bachelor's degree in English? Understanding the interplay between intrinsic and extrinsic factors could offer valuable insights into the student population's aspirations and challenges. The findings could inform the development of targeted support programs catering to their needs. For example, if intrinsic factors were dominant, universities could offer more engaging English language courses. Alternatively, career guidance programs or internships could be tailored to showcase the diverse career paths.

## Research Methodology

This research employed a mixed-methods design. It allowed for a comprehensive exploration of motivational factors among ethnic minority students pursuing Bachelor's degrees in English at Saengtham College of Xavier Campus (Ivankova & Creswell, 2009). The concurrent collection of both quantitative and qualitative data offered a holistic understanding of the phenomenon under investigation. Quantitative data provided insights into the prevalence and distribution of motivational factors within the student population, while qualitative data offered deeper insights into students' lived experiences and perspectives.

This study's target population comprised ethnic minority students enrolled in bachelor's degree programs majoring in English at Saengtham College of Xavier Campus. A total of fifty-four students participated in the study. Participants' ages ranged from 18 to 23, with the majority being female (n=43). The ethnic composition of the participant population was diverse, with Karen students comprising the largest group (n=32), followed by students from Akha, Hmong, and Lahu backgrounds. Most of the participants were first- and second-year students studying in the new program. Meanwhile, a small number of juniors and seniors (the former program, i.e., Xavier Learning Community) participated in this study since they were on their semester break during the data collection. Additionally, participants included students from various regions of Thailand, Myanmar, and Laos, representing ethnic groups such as Thai Esan, Lanna, Kachin, and Shan.

Saengtham College of Xavier Campus was selected based on its significant representation of ethnic minority students and its focus on providing educational opportunities for marginalized communities in northern Thailand. Participants

“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ

were recruited through purposive sampling, ensuring representation from diverse ethnic backgrounds and academic disciplines within the English major program.

**Table 1. Participant Demographic Profile**

Aspect	Number
<b>Age:</b>	
18-20	26
21-23	28
<b>Gender:</b>	
Male	11
Female	43
<b>Ethnic group:</b>	
Karen	32
Akha	6
Hmong	2
Others	14
<b>Year of study:</b>	
Freshman	22
Sophomore	19
Junior	10
Senior	3

## Ethical Considerations

Ethical considerations were carefully addressed throughout the research process. All participants were assured of the confidentiality and anonymity of their responses and given informed consent. The study protocol received approval from the institutional review board of Saengtham College of Xavier



Campus, ensuring compliance with ethical guidelines and standards for research involving human participants.

### **Instruments**

A self-administered online opinionnaire was developed to collect quantitative data on the motivational factors influencing participants' choice of English as a major. The opinionnaire was adapted from existing instruments measuring intrinsic and extrinsic motivation in educational contexts (e.g., Mbato, 2013; Choemue & Mbato, 2020). Items were selected and modified to ensure relevance to the study's context and objectives, and the opinionnaire was pilot-tested with a small group of students to assess its clarity and comprehensibility. The instrument comprised two sections: the first collected demographic information. In contrast, the second part utilized a 5-scaled opinionnaire to determine agreement with statements related to intrinsic and extrinsic motivations for pursuing an English degree.

Semi-structured interviews were conducted with a purposively selected subset of participants to gain deeper insights into their motivations and experiences. The interview guide was developed based on the research questions and objectives and underwent iterative refinement to ensure comprehensive coverage of relevant topics. Topics explored included personal reasons for choosing English, intrinsic and extrinsic factors influencing their decision, challenges faced as ethnic minority students, and perceived benefits of studying English. Interviews were conducted in participants' preferred language (Thai or English), audio-recorded with their consent, and lasted approximately 15 minutes each.

## Data Analysis

Quantitative data collected from the opinionnaire were analyzed using statistical software. Descriptive statistics (frequencies, percentages) were used to characterize participants' demographic profiles and understand the distribution of responses on the motivational factors scale shown in Table 2.

Qualitative data from the interview transcripts were analyzed using thematic analysis. Transcripts were verbatim transcribed and anonymized before being coded systematically. Coding involved identifying meaningful data units, categorizing codes into themes, and iteratively refining and revising themes to capture the richness and complexity of participants' narratives. The process of thematic analysis followed guidelines outlined by Braun and Clarke (2006), ensuring rigor and trustworthiness in the interpretation of qualitative findings.

**Table 2. Mean Range for Motivation**

Mean Range	Interpretation
3.68-5.00	High Degree of Motivation
2.34-3.67	Moderate Degree of Motivation
1.00-2.33	Low Degree of Motivation

## Findings and Discussion

This study investigated the motivational factors influencing ethnic minority students to pursue a Bachelor's degree in English at Saengtham College of Xavier Campus. The following sections will display and discuss the quantitative (questionnaire) and qualitative (semi-structured interview) results under intrinsic and extrinsic motivation.

## 1. Intrinsic Motivation

In this research, intrinsic motivation can be understood as the internal desire to learn English for the inherent satisfaction and enjoyment it brings rather than external rewards or pressures (Odanga, 2018). Table 3 presented the participants' mean scores and levels of intrinsic motivation.

**Table 3. Mean Score and Intrinsic Motivation Level**

No.	Statement	Mean	Level
1.	I enjoy learning about different cultures and perspectives through English literature.	3.40	Moderate
2.	I find the English language itself to be interesting and challenging to learn.	4.09	High
3.	I am motivated by the intellectual challenge of studying English at a university level.	3.35	Moderate
4.	I believe majoring in English will allow me to develop strong critical thinking and analytical skills.	3.62	Moderate
5.	I am driven by a personal passion for reading and writing in English.	3.12	Moderate
	<b>Total</b>	<b>3.51</b>	<b>Moderate</b>

The table showed that the average mean score across all statements was 3.51, which fell within the moderate intrinsic motivation level. This suggested that, on average, students have a moderate level of intrinsic motivation for learning English based on the factors presented in the statements. Delving into each statement, statement 1 received a moderate score (Mean = 3.40), indicating that while students find learning about different cultures through English literature

“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ

somewhat appealing, it may not be the strongest driver of their intrinsic motivation. This is in line with the results from the semi-structured interviews. Participant 6 is from a neighboring country. He mentioned that the situation in his country had been worsened. He studied Mathematics for two years but could not finish it due to several conditions. However, he has shown a solid interest in learning English. He said:

*I was interested in multireligious and cultural study, so I decided to learn more through English. I learned English through poems and music. I sometimes watched movies with English subtitles. (Participant 6)*

Statement 2 received the highest score (Mean = 4.09), suggesting a high level of intrinsic motivation related to the inherent interest and challenge of learning English. This suggested that students may find the language learning process enjoyable and stimulating. For example, participant 2 wanted to study abroad and is interested in psychology. Nevertheless, her English was insufficient, so she believed she needed to develop it before pursuing a master's degree.

*I like English. I was really into English, although my English could have been better. I put more effort into English than in other subjects. Moreover, I wanted to improve my English proficiency. I tried to speak well and understand other people well. I hope all my skills will be enhanced. (Participant 2)*

Statement 3 received a moderate score (Mean = 3.35), indicating that the intellectual challenge of university-level English studies is somewhat motivating for students. The results could be traced back to the diverse experiences and backgrounds of learning English in high schools, which influenced how the students chose the English major for their further studies.

*I would not say I liked studying English in high school, and I failed this subject many times. I had a negative attitude toward English and could not do well in the classroom. (Participant 1)*

*I did not like English at first. I had no interest in it at all. My only motivation then was that 'the English teacher was handsome.' He spoke English fluently, and I wished I could have been like him. (Participant 3)*

*I have to admit that I did not like English in high school because the teacher was strict with the grammar. I lost my confidence in speaking English in front of my friends. The teacher has an impact on my English. (Participant 4)*

The research suggested a link between prior experiences with English and the perceived intellectual challenge of university-level studies. Overall, the results indicated that high school experiences significantly shaped a student's perception of English studies at the university level. Positive experiences could lead to higher motivation for the intellectual challenge, while negative experiences may dampen it. Ryan and Deci (2000) pointed out that motivation profoundly impacts individuals' actions and reactions to desires and requirements, which ultimately compels them to undertake particular courses of action. Moreover, individuals were more likely to repeat an action when they perceived positive outcomes due to their efforts. Therefore, it is imperative to comprehend the motivations of students in order to cultivate a positive learning environment and encourage academic achievement (Meece et al., 2006). In addition, statement 4 received a moderate score (Mean = 3.62), suggesting that students see the potential benefits of majoring in English for developing critical thinking and analytical skills, which may contribute to their intrinsic motivation to some extent.

“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ

Finally, statement 5 received the lowest score (Mean = 3.12), suggesting that a personal passion for reading and writing in English may not be a strong driver of intrinsic motivation for all students.

Analyzing intrinsic motivation revealed intriguing insights into the internal desires and interests that drive ethnic minority students' English language learning. Firstly, the highest score for finding the English language itself interesting suggests a strong intrinsic pull for some students. This highlighted the importance of teaching methods emphasizing the language's inherent beauty, complexity, and logic (Odanga, 2018). Activities focusing on wordplay, etymology, or the evolution of the English language could ignite a deeper fascination with the language beyond its utility. Secondly, the moderate score for enjoying learning about different cultures through English literature suggested that while students find the concept somewhat appealing, it may not be a primary motivator. This presented an opportunity to diversify classroom reading materials (Lamb, 2017). Including contemporary literature, graphic novels, or pop culture references relevant to students' interests could spark a stronger connection with the cultural aspects of learning English (Ajmal et al., 2021). Thirdly, the moderate scores for statements related to the intellectual challenge of university-level English and developing critical thinking skills highlighted a need for further exploration. Curriculum design could incorporate more problem-solving tasks, debates, and essential analysis activities to fully tap into students' desire for intellectual stimulation (Ryan & Deci, 2000). Finally, the lowest score for being driven by a personal passion for reading and writing in English suggested that this area requires targeted attention. This could involve incorporating diverse writing prompts, creative writing workshops, or technology to make reading and writing more engaging.

## 2. Extrinsic motivation

Extrinsic motivation arises from external rewards or pressures. For students in the context of this research, this could include pursuing a degree that leads to a well-paying job, fulfilling parental expectations of academic achievement, or gaining a competitive advantage in the job market (Pintrich & Zusho, 2002).

**Table 4. Mean Score and Extrinsic Motivation Level**

No.	Statement	Mean	Level
1.	Earning a good salary with an English degree after graduation is important.	4.37	High
2.	Having a Bachelor's degree in English will increase my job opportunities in Thailand.	4.35	High
3.	My family expects me to pursue a degree that will lead to a successful career.	4.35	High
4.	I believe majoring in English will give me a competitive advantage in the job market.	4.31	High
5.	My friends and peers influenced my decision to major in English.	3.40	Moderate
	<b>Total</b>	<b>4.15</b>	<b>High</b>

Table 4 illustrated the participants' mean scores and levels of extrinsic motivation. The average mean score across all statements was 4.15, which fell within the high extrinsic motivation level. This suggested that, on average, students are highly motivated by external factors to learn English and pursue an English degree. Statement 1 received the highest score (Mean = 4.37), indicating that financial security and career prospects are strong drivers of extrinsic motivation for students. Results from the interviews supported these findings.

“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ

Participants revealed they were motivated by earning good money after graduating with an English major.

*If I could speak English, I would find a good job with a higher salary.*  
(Participant 1)

*Salary is the most essential thing in working. I will check the salary before I submit my application. Not all jobs will increase salary with an English degree. It depends on the context of the work.* (Participant 3)

*Money is essential, but it is not guaranteed that my salary will be increased with an English degree.* (Participant 5)

Participant 1 dreamed of working abroad; if not, she would like to work for a company where English is used. As a result, she tried to improve her English speaking skills since she expected to earn a higher salary. However, some participants indicated that having an English degree does not always raise the wage, as participants 3 and 5 pointed out. Additionally, participant 6 claimed that “money is not everything; everything needs money.” Thus, the high scores for statements about earning a good salary and increased job opportunities suggested that economic aspirations are a primary driver of students' motivation. This finding aligned with Xu (2013), who found that students might be driven to pursue degrees that provide promising job opportunities, potential for career growth, and alignment with their long-term professional aspirations. Moreover, this could be attributed to various factors, such as a desire to lift their families out of poverty, achieve social mobility, or secure a more stable future (Ferry et al., 2000). Statement 2 received a very high score, suggesting that students see majoring in English as a pathway to greater job opportunities within Thailand.



*Nowadays, English is used in various jobs. Many Thai companies collaborate with other countries. Look how important English is for the future.* (Participant 1)

Ethnic minority students acknowledged the significant role of English in their future careers. Low (2020) noted that proficiency in English is essential for obtaining jobs, especially in the fields of tourism, international trade, and technology. Participant 5 stated that English was required in all types of work or industry. It was used as a medium for communication. For him, it was a minimum requirement for all work nowadays, such as restaurants, airports, hotels, etc. He was also motivated by his parents. Statement 3 received a high score, highlighting the influence of family expectations on students' educational choices and extrinsic motivation.

*My parents advised me that English would be necessary for my future.* (Participant 5)

*My parents supported my studies. They did not know what I would be studying. They just wanted me to finish my studies smoothly.* (Participant 1)

*Studying in Thailand would be a good opportunity for me and my family. I had to work to support my family's finances. I have a big family. So, my decision influenced my family a lot.* (Participant 2)

The high score for considering family expectations highlights families' significant influence on students' educational choices. Marginson (2016) noted that socioeconomic background significantly influences access to higher

“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ

education, with students from wealthier families enjoying greater advantages. Consequently, financial concerns and socioeconomic status affected students' ability to access and participate in higher education. Students from low-income households may encounter obstacles like tuition fees, living costs, and limited access to educational resources (Scull & Cuthill, 2010). This underscored the importance of potentially collaborating with families to ensure their expectations are realistic and consider the specific challenges faced by ethnic minority students in Xavier Campus. Open communication and collaboration between educators, families, and students could lead to more informed decision-making.

Statement 4 received a high score, indicating that students perceive an English degree as valuable for securing employment and career advancement.

*When I worked during the semester break, I observed that lots of positions required employees who could speak English. (Participant 4)*

*I like English; it is an international language used in various countries. (Participant 2)*

Students perceived an English degree as valuable for securing employment and career advancement. This aligned with the growing importance of English proficiency in the globalized job market (Nguyen, 2019). However, research indicated that ethnic minority students often encounter cultural, linguistic, and socioeconomic obstacles that impact their access to and engagement in higher education. Isik et al. (2018) highlighted that pursuing higher education could be particularly complex for ethnic minority students, who may deal with language barriers and cultural differences that hinder their academic progress (Trieu & Jayakody, 2019). Discrimination, language difficulties, and

socioeconomic inequalities could also affect their motivation. Despite these hurdles, many ethnic minority students showed remarkable resilience and determination, driven by a strong desire to overcome adversity and achieve their educational goals. Hence, it is crucial to ensure that English language programs equip students with linguistic skills and the necessary critical thinking, communication, and intercultural competencies to thrive in diverse professional settings.

Statement 5 received the lowest score, suggesting that peer influence plays a somewhat moderate role in students' decisions to major in English.

*It was what I wanted to do. Without friends, I would have made the same decision.* (Participant 1)

*Immersing myself in an environment surrounded by people who speak English at all times enhances my English significantly. I love studying in this place. It is just wow.* (Participant 6)

The moderate score for peer influence suggested that while friends and peers may play a role in students' social lives, their impact on academic decisions might be less significant compared to other factors. However, fostering a supportive learning environment where students feel comfortable interacting and collaborating with their peers could cultivate a sense of community and potentially enhance overall motivation.

The results of the extrinsic motivation analysis revealed a clear trend that ethnic minority students in this study are highly motivated by external factors related to career prospects and financial security. Therefore, understanding these extrinsic motivators was valuable for educators and policymakers in designing effective strategies to support ethnic minority students. For example, curriculum

“ฉันเรียนเพื่ออนาคตที่ดีกว่า”: แรงจูงใจของนักศึกษาชาติพันธุ์ในการศึกษาต่อระดับปริญญาบัณฑิตสาขาวิชาภาษาอังกฤษ

design and teaching practices could be adapted to implement the practical applications of English language skills in various career fields. This could involve professional guest lectures, internship opportunities, or project-based learning that simulates real-world scenarios. Furthermore, providing financial aid programs or scholarship opportunities specifically for ethnic minority students can alleviate some of the financial pressure and make the programs more accessible. Also, developing programs and resources to engage families and educate them about the challenges and benefits of learning English can foster better communication and support for students' educational journeys. On top of that, creating a supportive and inclusive learning environment where students feel valued and respected for their cultural backgrounds could foster a sense of belonging and enhance overall motivation.

## Conclusion

This study examined the intricate dynamics of motivational factors influencing ethnic minority students' pursuit of a Bachelor's degree in English. This study offered a comprehensive understanding of intrinsic and extrinsic motivations among these students by employing a mixed-methods design. Starting with intrinsic motivation, the findings underscored the nuanced interplay between individual interests and academic pursuits. While the overall mean score indicated a moderate level of intrinsic motivation, a closer examination revealed intriguing insights. The highest score, attributed to the inherent interest and challenge of learning English, highlighted the need for pedagogical approaches emphasizing the language's beauty and complexity. Conversely, the moderate score for cultural exploration through English literature suggested an opportunity

to diversify classroom materials, catering to students' varied interests. Moreover, the association between prior negative experiences with English and reduced motivation underscored the importance of nurturing positive learning environments. Moving to extrinsic motivation, the results shed light on the significant influence of external factors, particularly financial security and familial expectations. The high mean scores across statements emphasized the pivotal role of economic aspirations and familial support in driving students' academic pursuits. However, while peer influence received a moderate score, it is evident that students prioritize personal aspirations over social pressures.

These findings have profound implications for educational stakeholders. Educators can leverage intrinsic motivators by designing engaging curricula emphasizing the inherent value of English language learning while incorporating diverse cultural perspectives. Moreover, addressing extrinsic motivators entails aligning academic programs with career opportunities and providing support mechanisms to alleviate financial burdens. Collaboration with families and communities is vital in fostering a learning environment that values students' cultural backgrounds and aspirations. By recognizing and utilizing intrinsic and extrinsic motivators, educators and policymakers can create inclusive, culturally responsive educational environments that empower students to achieve academic and career success.

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