Exploring the Causes of Low Motivation in Learning English Among TVTC Secondary Industrial Institute Students in Makkah

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Abstract

English language proficiency has become an important priority in Saudi Arabia's vison 2030, especially in the technical and vocational fields. - Although the Technical and Vocational Training Corporation (TVTC) has a carefully structured English training program in place, student motivation remains very low. This negatively affects both their academic performance as well as their readiness to join the labor market. The focus of this study is the low motivation among the students in the Secondary Industrial Institute in Makkah towards learning English. Some causes responsible for the low motivational levels are attributed to psychological, pedagogical, and institutional factors. The quantitative design was selected as the researcher wanted to conduct a descriptive study. Data was collected via a questionnaire from 63 students and five instructors who participated in semi-structured interviews. The analysis was carried out through statistical tests including factor analysis, and regression modelling. The findings revealed that the gap in academic background and low perceived career relevance coupled with institutional constraints are powerful predictors of low motivation. Teaching methodology and classroom environment emerged as the most prominent predictors ($R^2 = .650$). These results align with the Self Determination Theory (Ryan and Deci, 2000) and Expectancy-Value Theory (Eccles and Wigfield, 2002) as they prove that disengagement is driven by unmet psychological needs and students' poor perceptions of the tasks. The paper suggests implementing English for Specific Purposes (ESP), embedding task-based learning (TBL) in the curriculum and stronger institutional support to improve both student motivation and help them prepare for the job market.

Keywords: Low Motivation, Vocational Education, English Learning, TVTC, Vision 2030, ESP

1. Background

In the context of the existing tendency of global interconnectivity, the process of the technological development and the economic diversification, the knowledge of English language is not a competitive advantage but the essential condition of employment preparation (Crystal, 2012; Graddol, 2006). As the most popular lingua franca of business, science, technology, and communication in the whole world, English is not only a subject of study but also an instrument of participation in the global markets, industrial growth and communication of knowledge (Block and Cameron, 2002; Pennycook, 2017). When it comes to those countries which are acutely oriented towards modernization agenda, the notion of language competence is currently being inferred as a form of human capital that is crucial in terms of economic competitiveness and globalization (Becker, 1993).

In Saudi Arabia, the necessity is also explicitly expressed in the Saudi Vision 2030 that is concerned with the development of human capital, the economic diversification, and the ability to maintain the pace with the international standards (Al-Seghayer, 2014; Elyas and Picard, 2018). Technical and Vocational Training Corporation (TVTC) has emerged as the key in providing a technical competent workforce in this national organization to help in developing the industries. TVTC has also established mandatory instruction of the English language in their different vocational courses in valuing the role of the English language in technical documentation, multinational teamwork as well as in communication in the work place.

Nevertheless, despite this structural commitment, there is a real profound and persisting oracle between the intentions of policy and classroom actualities. The empirical studies of the Saudi EFL setting have indicated that the majority of vocational training attendees are recruited as a poorly motivated group with low rates of engagements and low outcomes in English courses (Alrabai, 2016; Al-Madani, 2016). These practices raise the question of the effectiveness of the current practices of language education in the place of work and hint of the fact that institutional delivery is not the exclusive parameter that can guarantee motivational investment.

This research paper examines the existence of this motivation gap in the Secondary industrial institute in Makkah that is one of the largest TVTC institutions with a population of over 2,500 trainees. In the Common European Framework of reference (CEFR), students take a general English course that is standardized (Council of Europe, 2001). This structured provision is not seen in the institutional performance data, with pass rates of modest magnitude and high remediation. These trends are also reflected in the professional situations in Saudi where students are likely to consider English not related to their technical area of expertise (Alrabai, 2016; Kim and Kim, 2014). These findings suggest there is a greater degree of detachment: the curriculum must be aimed at enhancing employability and technical skills, but, it seems, that the majority of the trainees perceive English as an abstract academic phenomenon instead of an actual tool that must become a part of their professional identity.

This incongruity appears to be compounded with a number of interrelated factors. The open-admission policies bring students of different academic backgrounds, most of whom enter vocational education with the experience of the bad things of learning English (Al-Seghayer, 2014). Research indicates as well that grammar-based, teacher-centered pedagogies that are

still prevalent in Saudi EFL system may discourage communicative interaction and devalue perceived tasks (Hassan, 2019; Alrabai, 2016). With regard to expectancy-value (Eccles and Wigfield, 2002), the learners will not believe in relevancy or usefulness of a subject and the motivation intensity will decline. Similarly, the slight exposure to the English language outside the classroom restricts the opportunities of meaningful input and a genuine language practice (Krashen, 1982; Rababah, 2005) which in turn restrict confidence and tenacity.

The theoretical model of low intrinsic motivation developed in this paper is based on the conceptualization of the low intrinsic motivation as one of the critical factors which prevents the vocational trainees in the language acquisition process. The Self-Determination theory is anchored on the fact that long-term engagement would depend on internalization of learning tasks and satisfaction of the autonomy, competency and relatedness needs (Ryan and Deci, 2000). There is also the L2 Motivational Self System by Dornyei (2005) which suggests that students who are more motivated are those who can envision a more desirable L2 Self according to their career aspirations in future. The engagement dwindles and the achievement declines when vocational-students are unable to identify any meaningful association between the English proficiency and their future occupational non-identities (Dornyei, 2009).

This study with the help of the attitudes of students, past experiences, classroom activity, and the institutional culture of Makkah Industrial Institute will diagnose the underlying motivational disengagement factors of a vocational education ecology. In this way, it will generate informed but contextualized recommendations about making curriculum modifications and pedagogical innovations. Lastly, the paper will be visionary to rebrand English language learning in vocational colleges as not the supplementary academic task, but the instrument of comprehensive professional empowerment, employability capital, and the national development.

1.1 Rationale of the Study

Although English is a mandatory course of the programs in the Technical and Vocational Training Corporation (TVTC), it has been revealed that quite a considerable amount of learners are quite unmotivated and are not really attentive to the English lessons (Alrabai, 2016; Al-Madani, 2016). The given issue does not affect the classroom performance exclusively, yet it affects the workforce preparedness directly and the national reform objectives of Saudi Vision 2030 that is aimed at human capital management and global competitiveness directly (Elyas and Picard, 2018). As technical documentation and safety compliance, international and cross-cultural working experience, became increasingly reliant on functional English in industrial sectors, the inability to speak English well could severely restrict the job market and employability of graduates (Crystal, 2012).

It appears that the problem runs to a multi-dimensional discrepancy between the design of the curriculum, pedagogy and identity of the learner. To begin with, it might not be well-integrated with the real vocational activities the teaching of English could be. In English as a specific purpose, studies have found out that teaching in contextual, occupation related teaching is more applicable and appealing (Basturkmen, 2010). Second, the current tenets of teacher-centeredness and defensive to grammar in certain regions of the Saudi EFL setting (Alrabai,

2016) may compromise student autonomy and intrinsic competence, which is the main determinant of intrinsic motivation according to the Self-Determination Theory (Ryan and Deci, 2000). Motivation investment is low in an expectancy-value approach (Eccles and Wigfield, 2002) in which the learners know that there is low task value or low probability of an achievement.

Third, vocational learners may not include the use of English in their future self conceptions of professionals. In line with the L2 Motivational Self System, the Ideal L2 Self proposed by Dornyei (2005, 2009) is formed following the continued engagement, which serves as a role to achieve the career goals. When English is perceived as not the core part of technical identity in the situations, the driving force is not an internalized one, but rather an externality controlled one.

Even though more literature can be found on EFL issues in Saudi Arabia, empirical investigations have not addressed interaction between psychological issues, institutional culture, and teaching practice to establish motivation in vocational institutions, such as the TVTC. Formulations of disengagement should then be diagnosed by a contextually focused enquiry to guide particular, theory-based intervention that would integrate vocational English education to workforce development goals.

1.2 Purpose of the Study

The primary purpose of this study is to investigate the reasons behind the low motivation among TVTC Secondary Industrial Institute students in Makkah when learning English. The study seeks to identify the specific psychological, institutional, and pedagogical barriers that contribute to students' lack of interest and engagement in English language learning. This study attempts to identify the underlying reasons for students' demotivation by examining their attitudes, past educational experiences, classroom atmosphere, and the perceived value of English to their occupational careers. Additionally, the study will explore how teaching methods, curriculum design, and institutional support impact student motivation levels. This study will not only diagnose the causes of low motivation but also propose evidence-based strategies to improve student engagement and learning outcomes. The study aims to improve English language skills and create more encouragement for vocational education students through these problems.

To address these concerns, this study seeks to answer the following research questions:

1. What are the primary factors contributing to the low motivation of TVTC Secondary Industrial Institute students in Makkah towards learning English?

2. How do students and instructors perceive the relationship between these motivational factors and students' academic engagement and professional readiness in English?

3. What strategies can be implemented to enhance English language motivation and engagement among TVTC students?

2. Methodology

This study employed a descriptive quantitative research design to examine factors contributing to low motivation in learning English among 63 male students enrolled in compulsory English courses at the Secondary Industrial Institute in Makkah under the Technical and Vocational Training Corporation (TVTC), along with five English instructors selected through census sampling. Data were collected using a structured questionnaire grounded in Self-Determination Theory and expectancy-value theory to measure learners' attitudes, perceptions, and motivational orientations. Formal institutional permission was obtained prior to data collection, and questionnaires were administered during scheduled English classes after explaining the study purpose, ensuring confidentiality, and confirming voluntary participation, with completion taking approximately 15–20 minutes. In addition, semi-structured interviews were conducted with instructors in a private setting, lasting 25–40 minutes each, audio-recorded with consent, and transcribed for inductive thematic analysis to identify recurring themes related to student motivation, curriculum challenges, and institutional support.

Data were analyzed using SPSS (v.26). Descriptive statistics were used to summarize demographic characteristics and response trends, while Pearson correlation was applied to examine relationships between variables and assess item validity. Exploratory factor analysis using KMO and Bartlett's tests was conducted to verify the underlying structure of the questionnaire. One-way ANOVA was used to examine differences in motivation across student groups, and linear regression was employed to test predictive relationships among variables. The qualitative findings from thematic analysis were used to enrich, explain, and triangulate the quantitative results, providing deeper insights into motivational factors from instructors' perspectives.

3. Results

Factor analysis proved that motivational variables are statistically correlated ($2 = 23.399$, $p < .05$). Three important constructs have emerged: academic background differentiation, perceived irrelevance of English and institutional variables.

A regression equation revealed that career relevancy, institutional factors and the importance of comprehension explained 44.9 percent of change in academic performance ($R2 = .449$). The reason why the pedagogic factor dominated the determination of the engagement was because the teaching methodology and the classroom atmosphere accounted 65 percent of the motivation variance ($R2 = .650$)
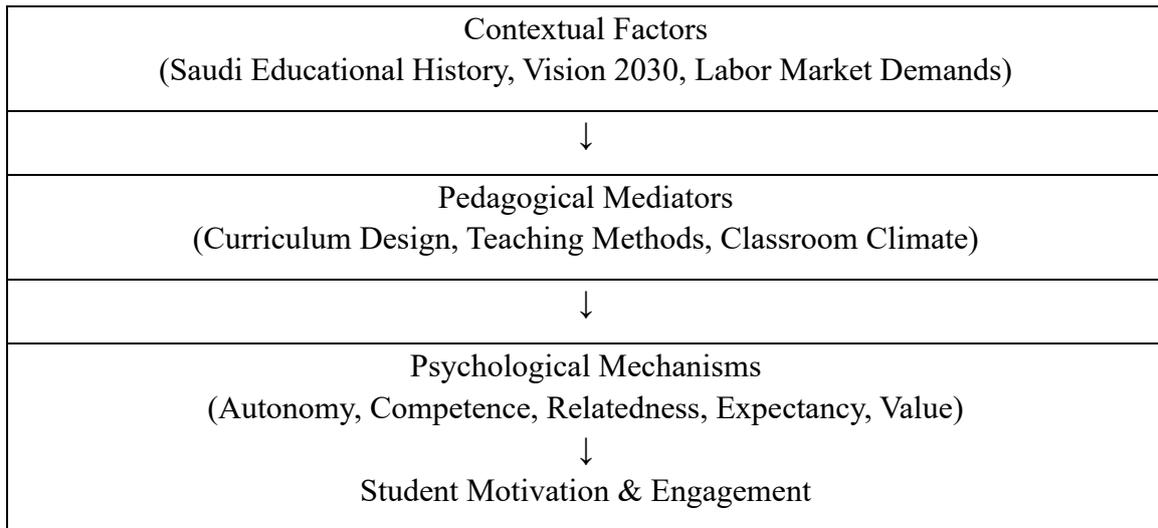
Contextual Factors
(Saudi Educational History, Vision 2030, Labor Market Demands)
↓
Pedagogical Mediators
(Curriculum Design, Teaching Methods, Classroom Climate)
↓
Psychological Mechanisms
(Autonomy, Competence, Relatedness, Expectancy, Value)
↓
Student Motivation & Engagement

Figure 1. Conceptual Framework Diagram

The first question states:

What are the primary factors contributing to the low motivation of TVTC Secondary Industrial Institute students in Makkah towards learning English?

In order to answer this question, the answers of the members of the study population to the question: What are the main factors that lead to low motivation of the students of the TVTC Secondary industrial Institute in Makkah to learn English were arithmetic average and standard deviation of answers.

The findings of the research were placed in Table in descending order, according to the arithmetic mean as shown below:

N	Phrase	Mean	Std.Deviation	Arrangement
1	What are the main reasons you think students lack motivation to learn English.	1.7	0.64	4
3	How do students typically respond to the current English curriculum (Elevate series) and teaching methods.	2.2	0.81	2
7	How do students' prior experiences with English affect their attitude in your class.	1.8	0.94	3
9	Have you noticed any differences in motivation among students of different academic levels or backgrounds.	3.3	1.1	1
Total		2.3	0.87	

Table (6) indicates the key areas that cause them to be lowly motivated with the highest (mean score) to the lowest ones ranked as follows:

Mean Ranking of Secondary Factors.

1- Academic Level Differences/ Background (Highest Impact)

Mean: 3.3 | Std. Deviation: 1.1

Interpretation: This aspect scored the highest mean that implies that it is perceived to be the most significant cause of low motivation. The standard deviation is high and this implies that there is a wide range of responses.

Qualitative Support: The problem of the mixed-level classes was specially mentioned by the instructors M. Adel Fallata and Fahd Dhawi, which proves that the problem of diversity of students and their preparedness level is really important.

2- Response to Current Curriculum and Instructional practices.

Mean: 2.2 | Std. Deviation: 0.81

Interpretation: The current English curriculum (elevate series) and its delivery is seen as being one of the primary de-motivational elements.

Qualitative Support: Teachers M. Amr and M. Adel Fallata stated the fact that the curriculum is not related to the technical specialties of the students and this fact is directly connected with the quantitative one.

The Background of the students with English.

Mean: 1.8 | Std. Deviation: 0.94

Interpretation: The former negative experiences related to studying the English language are one of the primary factors that shape the current attitudes.

Qualitative Support: The quantitative result is reinforced by nearly all the instructors (M. Adel Fallata, M. Muhammad Al-Sufyani, Fahd Dhawi) who specified the means of how negative experience of the past causes fear and lack of confidence.

4- General Question Main Reasons Identification.

Mean: 1.7 | Std. Deviation: 0.64

Interpretation: This general introduction question got the lowest mean, and the lowest standard deviation implying that it was widely recognized that there is a motivation problem.

In summary of the information, the general conclusion is as follows:

The mean of 2.3 in all factors is just a confirmation that the respondents largely concur on the truth that these factors are the significant aspects of the cause of low motivation. Differences in academic work and backgrounds levels (Mean: 3.3) is given first position to be of utmost significance and followed by curriculum relevance and delivery.

In general, the following are the key factors:

1- **Disparity in Student Levels.**
2- **Inappropriate Approach to teaching and Curriculum.**
3- **Previous experience of Negative learnin**
4- **Factor analysis was used to determine the primary factors contributing to the low motivation of TVTC Secondary Industrial Institute students in Makkah towards learning English?**

Table. KMO and Bartlett's Test (n=63)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.582
Bartlett's Test of Sphericity	Approx. Chi-Square	23.399
	Df	6
	Sig.	.001

The research to establish the key causes of low motivation in the learning of English language among the students of TVTC.

KMO and Bartletts Test Analysis and Kaiser- Meyer-Olkin (KMO).

- KMO = 0.582 represents mediocre sampling adequacy, Bartletts Test of Sphericity

- Chi-Square = 23.399 and Significance = 0.001, The test is extremely significant (p 0.05), it means that the correlation matrix is not an identity matrix, There are sufficient correlations between variables and we can continue the factor analysis.

Such a mediocre adequacy is likely a pointer to a complicated and multifaceted student motivation. The causes are not easily correlated, they are a jumble of issues that are interconnected (curriculum, psychology, environment) where the present analysis is trying to dekontangle. The value confirms the fact that it is a valid but challenging set of variables to analyze in order to determine underlying factors.

This is the most significant part of the table. The statistical justification of factor analysis application is in the significant Bartletts Test (p = 0.001). It confirms the fact that, actually, there are sufficient and robust correlations between the variety of variables to be analyzed in the questionnaire (e.g. questions concerning the relevance of curriculum, past experiences, instructions), etc. In other words, the responses of the students are not randomly attained; there are Patterns between them and can be grouped together to constitute larger factors underlying.

The present valid factor analysis showed that the study was capable of identifying the interrelated key causal factors, which are open to extensive discussion in the qualitative information (interviews) as well as other quantitative outputs (means and standard deviations):

1. Inequality in Academic Levels and Backgrounds: Is the most critical issue, since the means of scores are high in the questionnaire, and the teacher interviews specifically discuss the problem that it is difficult to teach a group of students with such a high level of difference in their level of starting.

2. Irrelevant Curriculum and Instructional Strategies: The current, so-called Elevate set and the traditional grammar-translation were constantly reported to be de-motivating. These pedagogical challenges and curriculum issues were combined under the factor analysis.

3. Negative Past Learning Experiences and Psychological impediments: Fear, anxiety and mistrust of failure because of having failed in the past was a major aspect in the survey and during the interviews of the teachers. The analysis outcomes have shown that the following psychological items were highly correlated with each other and created a measurable factor.

The decision to use factor analysis table (KMO = 0.582, Bartletts Sig. = 0.001) serves as the most important evidence of the principle idea of the study. It concludes that the researcher applied the methodology appropriately, which consisted in amalgamating the complex causes of low motivation into several key factors, closely connected to each other, and which were based on identifiable trends in the answers provided by themselves. The reason as to why the mediocre KMO value is a clear demonstration of the complexity of the issue in the real world is that the extremely significant Bartletts Test gives the assurance that the factors detected are factual and significant.

Qualitative Support:

This statistical finding coincides with the interlacing and multidimensional themes of instructors as they are revealed in interviews. For example:

Examples of overlapping problems were described by M. Adel Fallata: students are introduced into institutions with bad backgrounds, intimidated by historical failures and not knowing relevance of English to their trade.

- Fahd Dhawi: said: It is not a part, but the curriculum and their fidelity, and the mixed levels, all that.

M. Mohammad Al-Sufyani gave it a second time, and said,: It depends, so to speak, on their origin, on the way they were instructed, and even on the air which existed in the room.

These qualitative observations confirm my hypothesis that the mediocre measure of KMO is an adequate indicator of the reality of the world complexity of the instructors as characterized-motivation is not one variable which is influenced by others.

Conclusion:

The factor analysis is statistically justified (Bartletts Sig. = 0.001) and also thematically, via

the interview with the instructors, who in a consistent manner described low motivation as a multi-faceted problem, which consisted of curriculum, psychology, environment and pedagogy.

The second question: it says that:

What are the attitudes of students and teachers in terms of such motivational edges, academic involvement and their readiness in English to work professionally?

To respond to this question, the responses of the members of the study population to وHow do these factors influence students academically and professionally,Table indicates the results of the study arranged in a decreasing order, according to the arithmetic mean, respectively:

Table. averages and standard deviations of responses of study population members n=63

N	Phrase	Mean	Std. Deviation	Arrangement
2	In your opinion, how relevant do students find English to their technical or career goals	2.7	0.62	2
6	To what extent do institutional factors (e.g., policies, schedules, resources) affect student motivation	2.4	1.2	3
10	Do you believe the students understand the importance of English for their future careers? Why or why not?	3.2	1.2	1
Total		2.8	1.001	

This is a breakdown on the effects of the factors on motivation to the students on academics and in their careers in terms of perception of the factors.

Through Mean Academic and Professional Impact Ranking.

1- Future Career Importance (Most Impact) Understanding.

Mean: 3.2

Std. Deviation: 1.2

Mean score: This element is the highest meaning that it is perceived as the most important professional impact. Lack of understanding of the students about the value of English in their future careers is a big shortcoming on learning English. The standard deviation was extremely high suggesting that the respondents were strongly divided with some finding the students to be entirely ignorant and others may appear to believe that the students are somewhat knowledgeable but not urgent.

Qualitative Support: M. Amr explained: The majority of the trainees do not believe that English is related to his/her professional goals. Weak interest in the society and family is one of the

reasons cited by M. Nawaf Al-Jahni.

2- Non-relevance of Supplier to Technical/Career Goals.

Mean: 2.7

Std. Deviation: 0.62

Interpretation: This goes hand in hand with the previous one, students do not believe that learning English is connected to their technical or career goals. This is due to low standard deviation whereby there is high level of concurrence among the instructors on this issue. This sentiment has a direct adverse influence on their educational practice (e.g. inability to focus in the classroom) and work preparedness.

Qualitative Support: M. Adel Fallata has noticed that some students believe that they do not have to know the English language properly to pursue their professional art, and this is more so when it comes to governmental employment.

3- Negative Impact of Institutional Factors.

Mean: 2.4

Std. Deviation: 1.2

Interpretation: Policies, schedules and allocation of resources have been viewed as a massive obstacle of an organization. Failure to schedule properly will lead to fatigue and insufficient resources will not allow effective learning and policies will not aid in motivational tactics. The standard variation is great and it indicates that the experience of these factors may be varied; some of the instructors may regard it as supportive and other ones may view it as one of the main obstacles.

Qualitative Support: The issues that in instructors reported are in bad scheduling and lack of resources that vary in their influence.

Conclusion :

The total mean of 2.8 of all factors is evidence that the respondents perceive a moderate-high negative impact on the students both in academic and professional sphere.

The impact of these factors on the students.

Academically:

Disengagement and Low Achievement: When the students do not find the relevance or the significance of English (Mean: 3.2, 2.7), they lose interest in the classes, take part less, and receive poor grades. This gives way to the cycle of failures which is also not inspirational.

Poor learning conditions: The Learning Conditions (Mean: 2.4) such as crowding classes, lack of language laboratories, late classes etc., affect the environment in which the learning process is not favorable to learn a practical such as language which leads to a stagnant academic performance.

Professionally:

Skill Gap:

Their expertise base is extremely poor due to the absence of motivation. Within an internationalized workplace, especially in technical industries, one is likely to be forced to communicate in fluent English in order to understand the manual, to be able to communicate with foreign companies and to work with modern equipments and programs.

Generational Opportunity of Career:

The uneducated English speakers are at large disadvantage. They will be compromised to assuming better paying jobs within the multinational corporations, somewhere within the leadership in the private sector or technical specialized jobs that require exposure to the global standards and technologies. They can be put to low level low-end jobs that has a low growth potential.

Inability to Adapt:

The workplace environment requires the lifelong learning and transformation. Most of the technical publications of the new knowledge and new innovations are done in English language. This makes them unable because they cannot speak English and they are denied the privilege of learning and building their careers through the invaluable means of learning in .English

The qualitative feedback of the interviews eloquently shows this quantitative information:

M.AMR said: (The majority of the trainees do not believe that English is somehow related to their professional goals).

M. Adel Fallata noticed that there are those students who believe that they do not need to master English (so that they can be in a position to pursue their professional craft) particularly when working in government and there are those students who believe that it is important to work in an international business.

The reason is that the societal and family interest is not strong, and M. Nawaf Al-Jahni is among the reasons why the student is not interested in it.

The former academic impact is the lack of engagement and the impossibility of obtaining any skills, and the former professional impact is a severe limitation of the professional opportunities and growth perspective.

The crux of the matter is that there is complete disconnection between the perception of the .students of English and what they desire to become in future as a professional

To identify the factors that affect students academically and professionally, then use multiple linear regression testing.

Table

Linear regression of factors affecting students academically and professionally(n=63)

Model	R	R^2	F	SIG	β	Beta	T	SIG
To identify the factors that affect students academically and professionally,	.670[a]	.449	16.036	.000[a]	0.508	12.177	6.465	.000

The outcome of multiple linear regression shows that,

- R = 0.670 The three predictor variables and outcome have a strong positive correlation with each other and R 2 = 0.449 44.9% of the variance is predicted by the three predictor variables(career relevance, institutional factors, and understanding importance), Adjusted R 2 = 0.421 42.1% variance will be predicted (adjusted by the sample size and the number of predictors).

These three factors (career relevance, institutional factors and understanding importance) when combined together almost explain 50 percent of the factors that explain academic and professional performance of students in English.

Significance of Model All of these predictors: F-statistic = 16.036- - p-value = 0.000, The combination of these three predictors is a statistically significant (p = 0.000 or less) predictor - students who value English as pertaining to their technical discipline do better.

R = 0.670 This indicates that the variables of career relevance; institutional factors and understanding importance have a high positive correlation with the outcome variable (academic/professional performance). The more the English is perceived to be valuable and supported, the more the students will succeed in their studies and in other aspects.

R 2 = 0.449 It means that these three variables can specify close to 45 percent of the variation in the performance of the students both academically and professionally which in the field of social science research, specifically in such a complex field as the field of education, is important and substantial.

>= 0.508 This is the strength and direction of relationship of the most important predictor in the model (it appears that the table is overly summarizing the important predictor here). The 0.508 impression is that of a moderate strength positive relationship; with the predictor growing by one unit (e.g. students perceiving English as a more relevant factor) there is a likelihood that the unit growth in academic/professional performance will grow by 0.508.

2. Close Correlation (R = 0.670) Vindicates the Principal Question:

Qualitative Alignment:

The themes of teacher interviews all statistically confirm this with M. Amr saying that students do not consider English an important part of their career.

The statistical authenticity of this observation is supported by the fact that there is a similarity in the theme of teacher interviews and student responses. As an illustration: Interview of M. Amr: When questioned by many trainees whether English has anything to do with their career goals, they said the answer would be no. The same belief is also much and negatively correlated to their performance and this has been revealed by the regression analysis.

The multiple regression analysis does not presuppose the description of a problem, but quantifies its influence, It shows that the perceived lack of relevance, institutional barriers, and the poor cognition of the importance of TVTCs are not only the discouraging effect, but also the statistically significant barriers between the successful academic and professional performance of the TVTCs students, This is overwhelming statistical evidence that underlies the call to eliminate these factors in the study.

The Third question: It says that

What learning systems can be implemented in enhancing the motivation and participation of English language among TVTC students?

To answer this question, the standard deviation and the arithmetic means of the responses of the members of the study community were considered to respond to the following question: What are the strategies that can be engagement among TVTC students?

Table. depicts the results that the study got in their descending order, according to the arithmetic mean.

Table - means and standard deviation of the answers of the members of the study population n=63

N	phrase	Mean	Std. Deviation	Arrangement
4	What teaching strategies have you used that seemed to improve student motivation	1.4	0.67	3
5	What challenges do you face in trying to motivate students to engage in English learning	2.6	1.5	2
8	In your view, what improvements can be made to support student motivation in vocational English programs	2.7	1.3	1
Total		2.2	1.2	

Table below provides a comprehensive and well-structured analysis of the strategies to be developed to motivate instructors to develop English language as per their perception.

Strategies to Improve Motivation (by Mean) Analysis Strategies to Improve Motivation are

three items that are listed in the table; one, however, needs to think of them in the right way to be able to think of the recommended strategies. The best identification of the strategy is the largest item mean.

1- Systemic and Programmatic Improvements (Best Strategy)

Mean: 2.7

Std. Deviation: 1.3

Interpretation: The mean of this item is the largest, and it serves to prove the fact that the instructors believe that the most effective strategies involve the fundamental modifications of the program of the vocational English as such. The standard deviation is large, which means that there is a long range between the opinion on what specific improvements are supposed to be made, but it is also evident that the system is in need of some changes.

Qualitative Support: M. Amr emphasized on the significance of the curriculum to the specialization and career of the trainee. M. Adel Fallata noticed that his participation had increased in the technical terms.

2- Results Obstacles to Strategy (A Barrier to Strategy)

Mean: 2.6

Std. Deviation: 1.5

Interpretation: This is not a strategy but it is the obstacles that must be overcome by strategies. The standard deviation is large (the largest in the table) which implies that the scope of problems that instructors have to deal with is wide and skewed, including apathy on the part of students and institutional constraints.

Qualitative Support: Fahd Dhawi remarked the issue of mixed abilities; M. Amr referred to the issue of resources.

The educator must use effective instructional methods since there is a lot at stake when it comes to educating a child to learn to communicate effectively with others.

Mean: 1.4

Std. Deviation: 0.67

Interpretation: This item is understood to mean specific ways of teaching that have proved to be effective. The average is low, which means that these strategies are in place, yet such instructors may agree that they are not enough; they need a more extensive support on the system-wide basis. The standard deviation is low which means that there is much consensus on the nature of the effective teaching strategies.

Flipped Classroom was suggested by Qualitative Support Fahd Dhawi, gamification was suggested by M. Mohammad Al-Sufyani, communicative methods were suggested by M. Adel Fallata.

Conclusion:

The general direction to take has a Total Mean of 2.2 which implies that there is a moderate agreement between the direction to take. The data indicate that a clear hierarchy exists, systemic improvements are the most important strategy that should be adopted by instructors, and, nevertheless, they will be required to be developed in a manner that will allow them to remedy severe and various challenges, simultaneously, presenting the established teaching strategies.

Strategies of Performance Improvement that are recommended:

To this quantitative information, we can add the qualitative responses of the interviews that are numerous in number, and we can conclude about the specific strategies:

1- The priority of highest importance: Relevant and Systemic Curriculum (Mean: 2.7)

Plan: Modify the curriculum in English and inculcate technical terms and cases that are pertinent to the trades of the students.

Evidence from Interviews:

M. Amr: "The curlature with regard to specialization of the trainee and career path" (Linking the curriculum to the trainee specialty and career path).

M. Adel Fallata:Students are very exposed to material containing (technical terminologies like the names of tools and equipments).

2- Foundational Strategy: Developing a Positive Learning Environment (Overcoming the challenges, Mean: 2.6)

Strategy: Establish institutional modification in order to address core issues.

Placement Tests: To create level classes and to address the mixed ability issue (Fahd Dhawi).

Invest in Resources: To overcome the limitation of resources, invest in modern language laboratories and multimedia equipments to make the process interactive (M. Amr).

As: Take Positive action to   (break the fear barrier) and achieve self confidence by fostering and strengthening it (M. Mohammad Al-Sufyani).

3- Classroom Level Strategy: Have Interactive Teaching (Mean: 1.4)

Strategy: dispose off the more traditional lecture-based to the student centric and communicative strategies.

Evidence from Interviews:

Fahd Dhawi: The model of Flipped Classroom.

M. Mohammad Al-Sufiyan:Apply (Training or learning by play/gamification).

M. Adel Fallata: Resort to (efficient communication tools) e.g. discussions and group work.

M. Nawaf Al-Jahni: (Insert English words in explanations, repeat it over and over again).

4. Discussion of Findings

4.1 Comparison with Previous Research

The findings of the present study confirm and even elaborate on other measures of motivation in second language learning as it is applicable to vocational learning. Like other researchers have previously carried out research, the findings suggest the applicability of the instrumental and contextualized motivation in the language learning process (Dornye, 2005; Gardener, 2010). As identified in the study done by Kim and Kim (2016) and Alrabai (2016), the lack of relevance in the curriculum is listed among the key demotivators, that is, general instruction of the English language did not correlate with the students in their professional and career goals. Similarly, there are other psychological disinhibitors such as anxiety and bad experience in the past of learning which also support past research by Horwitz (2001) and MacIntyre (1999) which favors the use of affective filters in language learning. The issue of heterogeneity of levels of proficiency is also overlapped with the theory of adult learning that modifies the difference in learners in vocational classroom.

Nevertheless, the study is a continuation of the literature since it reveals the circumstantially contingent motivational processes. Unlike the above-mentioned studies, which tended to consider the cultural factors in general, the current research is concerned with the interaction of the regional training of students and the organizational preparation strategy. More, the findings show that technology will not, inevitably, provide motivation in resource-constraining vocational situations that destabilizes the positive anticipations in the technology-enhanced literature in language learning. The results also demonstrate that one of the dimensions that should be used to affect motivation is vocational identity because the students become more motivated when they understand that English has a direct connection to their professional identity compared to its use as a general academic course.

4.2 Theoretical Implications

The findings are in strong support of Self-Determination Theory and Expectancy-Value Theory and discovery of their vocationally situational manifestations. The autonomy-supportive learning conditions were particularly effective with vocational learners, who are presumably adult learners, and due to their orientation to work-based training. Competence motivation was also regarded as a hierarchical concept of competence where the students considered vocational and job related competence over linguistic correctness which was the cause of low effect of the traditional grammar-centered teaching models. Besides, relatedness was discovered to be more in a related manner related to peer collaboration and industry exposure, rather than teacher-centered relations, an indication of the fact that vocational education requires a more professional-community-oriented concept of relatedness.

With regards to Expectancy-Value Theory, the utility value had superseded the motivation calculations and the students merely stressed on English when it was directly connected to the

employment. The other different perception of costs was also established in the study in which the students had a perception that time spent studying English would mean time lost to studying technical skills. In addition, perceived vocational relevance (rather than the former academic achievement) had an influence on expectancy beliefs, which points to the vocational identity potentially mediating motivational expectancy processes.

4.3 Ironic and Surprising Conclusions

The results of the qualitative and quantitative studies brought an intriguing paradox in the domain of the institutional influences. Though the institutional factors were also found to be a serious barrier by the instructors, the statistical analysis showed that the institutional constraints are not significant, meaning that the institutional constraints can indirectly impact motivation, but not directly affect the student attitudes. Another notable paradox was also set: the value of English career and the continued low motivation level. It implies that general career awareness and own career path relevance are different in cases where the students may find English to be important in the global market, yet not applicable locally in the job options. Other differences also considered the inclination of instructors to overestimate their pedagogical methods and underestimate peer pressure and external professional exposure that also presented an image disparity that is to be closed with the assistance of professional development.

5. Conclusion and Recommendations

They concur with SDT and EVT theories. The students were not intrinsically motivated and this is explained by the fact that their needs were not fulfilled psychologically (Ryan and Deci, 2000). It is the failure of the expectancy beliefs that is caused by failure to have something good in the past. The minimalization of task value is achieved, in which English language does not appear to go together with vocational identity. The dominance of General English is contrary to the requirement of the work market which is the professional language. English should then be made up of academic compliance with professional empowerment. This cannot be contradicted with other larger studies that also refer to the fact that motivational reforms do not occur as a result of classroom wide intervention but instead make a systematic change (Dornyei, 2005).

The causal variables that are psychologically, pedagogically, and institutionally interrelated are the low motivation of TVTC students. These issues should be addressed by re-staking curriculum, re-pedagogy and re-strategizing with an aim of meeting the goals of nation economy. The approaches that will restore English as vocational resources include ESP and task-based learning. This type of reform is directly linked to the Vision 2030 and trains the working population.

5.1 Recommendations

Based on the findings of the paper, the English language training in the Secondary Industrial Institute of Makkah is recommended to be more student-centered and motivationally oriented in their teaching strategies to enhance the involvement of the students. It is proposed that the

teachers should integrate communicative and interactive activities that promote learner autonomy, confidence, and exposure to the real world. Professional development programs should also be provided on motivational teaching practices, psychology of learners and new means of assessment in order to promote institutional support. Furthermore, the curriculum developers should consider the possibility of aligning what is taught in an English course to what is taught in the vocational fields of the students so as to increase perceptions of relevance and expectancy-value illusion regarding the learning of English. The process of reducing anxiety and increasing student motivation can also be achieved through improvement of academic counseling and language support programs.

5.2 Future Research Directions

In order to enhance the level of generalization, further research should expand the sample by including female students and other vocational institutes. It is also indicated that longitudinal research ought to be employed in investigating the change of motivation with time and in order to understand better the cause and effect relationship among motivation factors and language achievement. It also can be implemented in new study by incorporation of mixed-method design or experiment to determine the effectiveness of some motivational interventions in vocational English schools. Additionally, research can be conducted in future to discuss the teacher motivation, the institutional implications of policy and how vocational learners can be encouraged to use digital learning tools as a way of promoting English language among others.

5.3 Limitations of the Study

The research has several limitations that would be considered in the analysis of the results. First, the study was conducted in a single vocational institute in Makkah and employed a rather small sample of students (63) and teachers (five), which may be an issue to extrapolate the results to other vocational or education facilities. Second, the enrolments in institutions restricted the research to male students and this restricts gender-comparisons and generalisability of the results to mixed-gender populations. Third, the self-reported questionnaire data may also induce bias in the responses as the respondents may have given socially desirable responses rather than basing their answers on their perception and attitudes.

Secondly, the cross-sectional study design will not give an opportunity to conclude about the presence of causal relationships between the motivational variables and the English learning results. Although the interviews were administered to supplement the quantitative data, the qualitative sample size was small and this may not be a complete means of getting the diversity of the varied opinions of the instructors. Finally, the contextual variables such as differences in classroom setting, teachers instructions and other socio-economic variables were not strictly controlled as they would have disturbed the motivational levels of students. In future research, these limitations might be addressed through the use of more heterogeneous and larger samples and longitudinal or experimental research designs.

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Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.