

**INVESTIGATING MOTIVATIONAL FACTORS  
CONTRIBUTING TO AN EFFECTIVE CLASS  
PARTICIPATION AMONG MALAYSIAN  
UNIVERSITY STUDENTS**

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

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EFFECTIVE CLASS PARTICIPATION AMONG MALAYSIAN UNIVERSITY  
STUDENTS**

**AKMAL HAKIM BIN HAMAD DAUD**

**A report is submitted in partial fulfilment of the Bachelor of Technology Management  
with Honours (High Technology Marketing)**



**UNIVERSITI TEKNIKAL MALAYSIA MELAKA**

**2023**

## DECLARATION

“I hereby swear that the work I am submitting for evaluation does not contain any passages copied in whole or in part from another source without explicit quotation marks and thorough, comprehensive, and accurate citations.”

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30 January 2023



## DEDICATION

I dedicated this research to my bachelor's degree and my family, particularly to my father Mr. Hamad Daud Bin Muntil and my mother Mrs. Norlinda Binti Dahalan for pursuing me with affection and love, as well as my lecturer at UTeM, particularly my supervisor Dr. Nabil Hasan Saleh Al-Kumaim, my panel Dr. Hazmilah Binti Hasan, my friends, and those who have guided and inspired me throughout the course of this.



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## ABSTRACT

The purpose of this research is to identify the motivational elements among Malaysian university students that contribute to effective participation in the classroom. Quantitative research was utilized in the process of carrying out this investigation. In the course of this research, a questionnaire was administered to four hundred students coming from a variety of public universities by way of a Google Form. The form was shared with the students using social networking applications. A technique known as partial least squares will be used to do the analysis of the data that was collected (Smart PLS 4). According to the findings, five of the hypotheses addressing communication skills, digital competence, self-efficacy, English language proficiency, and perceived enjoyment were confirmed to have a significant relationship with student's engagement in the class, however the sixth hypothesis related to innovative teaching was rejected. The ramifications for different types of educational institutions are spoken about.

Keywords: *effective participation in the classroom, among Malaysian university students, elements of motivation.*

## ABSTRAK

Tujuan penyelidikan ini adalah untuk mengenal pasti elemen motivasi dalam kalangan pelajar universiti Malaysia yang menyumbang kepada penyertaan berkesan dalam bilik darjah. Kajian kuantitatif telah digunakan dalam proses menjalankan penyiasatan ini. Dalam menjalankan penyelidikan ini, soal selidik telah ditadbirkan kepada empat ratus pelajar yang datang dari pelbagai universiti awam melalui Borang Google. Borang tersebut dikongsi bersama pelajar menggunakan aplikasi rangkaian sosial. Satu teknik yang dikenali sebagai petak terkecil separa akan digunakan untuk melakukan analisis data yang dikumpul (Smart PLS 4). Menurut dapatan kajian, lima daripada hipotesis yang menangani kemahiran komunikasi, kecekapan digital, efikasi sendiri, kecekapan berbahasa Inggeris, dan keseronokan yang dirasakan telah disahkan mempunyai hubungan yang signifikan dengan penglibatan pelajar dalam kelas, namun hipotesis keenam berkaitan pengajaran inovatif ialah ditolak. Dampak untuk pelbagai jenis institusi pendidikan diperkatakan.

*Kata kunci: penyertaan berkesan dalam bilik darjah, dalam kalangan pelajar universiti Malaysia, elemen motivasi.*



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## LIST OF ABBREVIATION

ABBREVIATION	MEANING
COVID-19	Coronavirus Disease 2019
UTeM	University Teknikal Malaysia Melaka
FPTT	Fakulti Pengurusan Teknologi dan Teknousahawan
BTMM	Bachelor Of Technology Management (High Technology Marketing)
BTMS	Bachelor Of Technology Management (Supply Chain Management And Logistics)
BTMI	Bachelor Of Technology Management (Technology Innovation)
BTEC	Bachelor Of Technopreneurship
COM	Educator's Communication Skills
DIGT	Educator's Digital Competence
INNO	Educator's Innovative Teaching
SEL	Knowledge Self-Efficiency
ENG	English Language Competency
PER	Perceived Enjoyment
EFG	Effective Engagement
CR	Composite Reliability
AVE	Average Variance Extracted
PLS	Partial Least Squares
HTMT	Heterotrait-Monotrait Ratio
SEM	Structural Equation Modelling
$R^2$	Coefficient of determination of endogenous structure
$f^2$	Effect size
$\beta$	Path coefficient
STDEV	Standard Deviation
M	Sample Mean
VIF	Variance Inflation Factors
SPM	Sijil Pelajaran Malaysia
STPM	Sijil Tinggi Pelajaran Malaysia
O	Original sample
OLS	Ordinary Least Square
ICT	Information Communication Technology

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## CHAPTER 1

### INTRODUCTION

#### 1.0 Introduction

This chapter includes an introduction of part barrier contributing to effective class participation among Malaysian university students from a student perspective. The background of the study, problem statement, research questions, research objectives, scope and limitation of the study, the significance of the study, and a summary will be discussed in this chapter.

#### 1.1 Background of Study

The advantages of participation have been extensively researched in recent years. Active classroom participation was critical to the success of education and student's personal development in the future. Participation can therefore be viewed as a process of active involvement that can be separated into five categories. It is preparation, contribution to the conversation, group work, communication skills, and attendance (Aiden, 2020). The faculty observes several levels of student participation, ranging from simple class attendance to oral presentation. Participation was viewed in a variety of ways, including student questions and reviews, and it might be brief or lengthy. In addition, the ideal class conversation is one in which the vast majority of students participate, interact, learn, and listen to others (Ruslan, 2021). The technique of discussion consists of a number of forums for the open, collaborative exchange of ideas between educators and students or amongst students with the purpose of enhancing student's thinking, learning, problem-solving, comprehension, and appreciation of literature (Ahmad, 2021). In an effort to increase their knowledge, insight, or interpretation of the topic at hand, participants present various points of view, respond to the thoughts of others, and express their own ideas.



## 1.2 Problem Statement

The researcher has discovered the issues and barriers contributing to effective class participation among Malaysian university students learning styles that involve face-to-face interaction are no longer considered because they do not encourage collaborative learning among students and disadvantage the encouragement of high-level thinking skills (Saber, 2021.). A new generation of students who have grown up with digital media may require a different approach to learning than previous generations (Okaz, 2015). Furthermore, the recent COVID-19 pandemic has only emphasized the importance of using methods other than a face-to-face interaction to ensure continuity of teaching and learning while enacting social imprisonment restrictions (Gale, 2022).

There are many university students who are unwilling to participate due to a variety of factors or reasons. Due to their introversion, a number of students do not participate in class. They simply dislike speaking out loud and dislike being the center of attention. For an introvert, speaking in class causes significant anxiety (Bahmanbijari, 2019). They lack confidence in their comprehension of the topic. In addition, they lack the ability to participate in class discussions. The physical setting does not stimulate involvement, just as having extremely dispersed or crowded groups may not be conducive to debate.

In addition, students do not participate in class discussions since they have not completed their homework and have not paid attention to the relevant portions of the reading. (Khatun, 2019). Participation may have been hampered by student's unique styles or personalities, or by their cultural beliefs or customs. Students may lack experience participating in conversations and may lack a general understanding of how to do so. The educator has not identified the objectives of the discussion, defined the structure, or guided the process effectively within the structure. The intellectual climate does not encourage involvement

Although the study showed a relatively low percentage, this study was done in the past and even before the outbreak of the pandemic. Therefore, the high probability of such a percentage turns into a substantial increase. Therefore, this study aims to explore factors that can be a reason for students not to participate in the classroom. Then, researchers will be able to find solutions or motivate university students, especially in Malaysia in a more effective way that is appropriate to the current situation and needs such as involvement in the use of technology.

### 1.3 Research Questions

The researcher determined three research questions in this study:

- i. What are the types of barriers and motivations faced by Malaysian university students to effectively participate in classes?
- ii. What are the common factors that prevent student's classroom effective participation?

### 1.4 Research Objectives

In this research, there are three research objectives to be figured out:

- i. To identify the general barriers and motivation faced by Malaysian university students to effectively participate in classes.
- ii. To examine the factors that prevent student's classroom effective participation

### 1.5 Scope and Limitation of the Study

This research paper is focusing on investigating motivational factors contributing to effective class participation among Malaysian university students. This study will be conducted among respondents of student's universities from public Malaysian Universities. The selected respondents will be chosen randomly. The research will be carried out by distributing questionnaires to the respondents.

### 1.6 Significant of the Study

The findings of the study benefited students help in assisting in exploring barriers that contribute to ineffective class participation and helping the university to foster ways to provide effective classes to university students and hopefully show some guidance to educators to improve the problems and objectives of this study. As a result, this study can be used as a resource to address problems such as holding effective classes.

### 1.7 Summary

In conclusion, this chapter has discussed the overview of the study. It discussed the background of the study, problem statement, research questions, research objectives, scope and limitation of the study, and significance of the study. In the coming chapter, the researcher will carry out the literature review of the study. The information will be broader and more understandable.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter will explore the literature review and relevant theoretical model. The researcher will discuss and investigate motivational factors contributing to effective class participation among Malaysian university students. By reading the relevant kinds of literature, the dependent variables and independent variables were defined. The literature review is required to develop a suitable research methodology method such as qualitative or quantitative research. At the end of this chapter, the proposed research framework can describe the theory and develop the hypothesis.

#### 2.1. Defining and Evaluating Participation

There are many different ways that participation can be described, some of which include the amount of engagement in-class discussion and any remarks or questions that students provide or raise while they are in the classroom. The aforementioned criteria place an emphasis, primarily, on quantitative measures of involvement, nevertheless they do not take into account the quality of the responses that were provided by the students. This is probably because it is difficult to determine what constitutes quality responses across various fields, and also, the conclusions may be open to interpretation.

Participation can also be seen as a component of the overall process of student engagement, as defined by (Dancer & Kamvounias, 2005). These authors break up the process of student engagement into five distinct categories of preparation, contribution to the discussion, group skills, communication skills, and attendance. Participation is one of these categories. This definition is more comprehensive than others because it takes into account not only how well the group communicates with one another but also how respectful members of the group are to one another, both of which, according to (Weaver & Qi, 2005), are direct factors that influence the amount of class participation.

## 2.2. Classroom Participation

The relevance of student participation in the classroom has increased in recent years as a means of attracting more students to pursue higher education. Millennials make up the majority of those enrolled in higher education today, and they are continually looking for new ways to engage with their peers (Underdahl, 2012). It is essential for educators to look at previously conducted research in order to acquire a better understanding of what constitutes participation as well as factors that influence participation both directly and indirectly in the classroom. This is because educators are attempting to find the optimal combination of strategies that will increase classroom involvement.

## 2.3. Student Participation

There are two types of student participation in formal and informal participation. Official engagement is communal in the sense that students participate formally through representation on boards and committees. Individual informal involvement considers student's informal possibilities to impact their personal circumstances and education. For example, through course evaluation and other forms of evaluation (Abdullah., 2012). Influence and cooperation, which are frequently used as synonyms for participation, are other words that appear with the description of participation. However, neither involvement nor contribution needs participation, and the relationship between participation and outcomes is not always there (Abdullah, 2012).

We defined student involvement in this study as participation that needed a fair opportunity to impact student's learning settings and experience engagement. For example, pupils who are involved in decision-making find it meaningful. negotiation, conversation, cooperation, and individual responsibility are crucial words (Bartley, 2010). A positive consequence of involvement means the development of democratic processes, whereas a negative experience may lead to reduced involvement, which can result in exclusion and other forms of resistance (Bartley, 2010).

## 2.4. Factor Contributing to An Effective Class Participation

Factors that influence student's attention several elements have been identified as having a favourable or negative impact on student's capacity to concentrate (Le, 2021). Many elements, even little ones, can have a significant impact on a student's attention span, and not all of them can be controlled or managed by the educator. However, if the educator or

speaker makes a concerted effort, there are subjective aspects that can maximize student focus in the classroom. The range of attention is influenced by two major elements educator-related motivation factors and student-related motivation factors.

#### **2.4.1. Educator-Related Motivation Factors**

##### **2.4.1.1. Educator's communication skills**

Good communication skills are essential to the academic and professional success of students and educators. More classroom instruction is conveyed orally to pupils by the educator. Students may be unable to learn if their educator has poor communication abilities. Student understanding of what is good and wrong depends entirely on the communication tactics adopted by the educator in the classroom. Educator-student communication is deemed effective if students can comprehend and interpret the message provided by the educator's intent (Sinha Jakhanwal, 2021). The word educational interaction refers to communication between people that is interactive (Urbayatun et al., 2019). It already contains a deliberate aim that is designed to achieve common sense in order to accomplish learning objectives.

Every day, we must transmit, receive, and process a significant quantity of communications in the information era. However, effective communication requires more than simply the exchange of information, it also requires an appreciation of the emotions underlying the information (Sinha Jakhanwal, 2021). Context and goal must be considered in order for educators and students to communicate effectively.

Effective communication requires a combination of skills, including nonverbal communication, careful listening, the ability to handle stress at the moment, and the ability to detect and comprehend the emotions and sentiments of the individuals with whom we speak. In other words, communication is effective when both parties (sender and receiver) interpret the message in the same way and the sender feels heard and understood.

H1: Educator's Communication skills have a significant relationship with student's Effective Engagement

#### 2.4.1.2. Educator's digital competence

Digital competence has risen to prominence in the educational context, becoming one of the most important skills educators must possess in the modern world. Although most models and frameworks focus on the pre-university and university level, there is a growing interest in the digital competencies of university educators, that is, the collection of knowledge, abilities, and attitudes required for a university educator to make successful use of technology (Romero-García, 2020).

H2: The educator's Digital competence has a significant relationship with student's Effective Engagement

#### 2.4.1.3. Educator's innovative teaching

Innovation is an indispensable trait for all individuals because it involves the improvement and creation of a product or service in numerous disciplines, including economics, business, entrepreneurship, design, and technology (Ucus & Acar, 2018). Individuals vary in their innovativeness, and as a result, they adopt innovation at varying rates and with varying degrees of risk (Ucus & Acar, 2018). Innovation in education is a source of creativity as well as technological and economic implementation. Creativity and innovation are similar, but they differ in that innovativeness may precede an educator's creative classroom behaviours, while creative classroom behaviours may predict the employment of a specific teaching technique.

From this perspective, well-equipped teachers are willing to be leaders in the classroom, implement and motivate new ideas, and will exhibit innovative behaviour (Sudirman, 2019). Significant relationships exist between teacher's innovative actions and the school's organizational environment for change, which is defined by openness to influence and innovative decision-making. The innovativeness of teachers may cause them to utilize creative classroom behaviour's and when they do, the innovativeness and creative classroom behaviours lead them to use a constructivist teaching style and diminish the effects of the teaching strategy.

H3: The educator's innovative teaching has a significant relationship with student's Effective Engagement

## 2.4.2. Student-Related Motivation Factors

### 2.4.2.1. Knowledge Self-efficiency

Self-efficacy relates to student's ideas on their capacity to master new skills and activities, particularly in a particular academic subject (Mearl, 2012). Self-efficacy is outlined by (Meral., 2012) who noted that human accomplishment depends on the combination of a person's conduct, personal variables, and environmental circumstances. Students gain information on their self-efficacy through their actual performance, their representative's experiences, the persuasions they receive from others, and their physiological responses. Self-efficacy affects task selection, effort, perseverance, resiliency, and accomplishment. Compared to pupils who doubt their learning ability, individuals who feel successful at learning or executing activities participate in the development of academic self-efficacy more readily, work harder, persevere longer when faced with difficulty, and achieve a higher level.

Self-efficacy is claimed to exert some influence over a student's ideas, emotions, and behaviour. In other words, the ideas kids have about their talents and results have a substantial impact on their behaviour. Therefore, it is not unexpected that several types of research indicate that self-efficacy increases the motivation for academic accomplishment, learning, and academic achievement (Mearl, 2012). A positive relationship between self-efficacy and academic achievement, and if students are trained to have higher self-efficacy beliefs about their academic performance, their academic performance also improves. The majority of studies that have examined the link between self-efficacy and performance have found a robust correlation. In comparison to less confident pupils, those with a strong feeling of self-efficacy are more likely to participate in demanding activities, exert greater effort, and display outstanding academic accomplishments.

H4: Student Self-Efficacy has a significant relationship with student's Effective Engagement

### 2.4.2.2. English language competency

In this age of globalization, when all individuals are interconnected, English is an important language to know (Rintaningrum, 2020). Due to human global relations, there is a need for languages that can unite and facilitate communication among them. Therefore, in education now, it is important to understand and perfect the

understanding of English. In addition to the need to learn English due to globalization, English is also important in terms of education. In English, we may fully understand education from a variety of reading sources from around the world.

H5: Student's English competency has a significant relationship with student's Effective Engagement

#### 2.4.2.3. Perceived enjoyment

(J. Hernik, 2018) has identified four main universally recognized emotions namely fear, anger, sadness, and pleasure. All of these emotions elicit interest, but not all of them foster a disposition to undertake challenging tasks, consider them in-depth, and eventually provide new solutions and information (J. Hernik, 2018). There are several publications that examine the impact of emotions on the learning process. Undeniably, a portion of this evidence demonstrates that enjoyment and pleasure have a good impact on learning, memory, and social conduct. A balanced existence requires pleasure, which is defined as a favourable impression elicited by a positive experience, or rather a sense of fulfilment. This is especially vital since, even in a learning community, harmony implies feeling safe, appreciated, and part of a group. Fun not only fosters community but also conjures and reinforces happy memories.

Using this premise as a starting point, we wish to demonstrate that the manner in which topics and difficulties are discussed and explained with students during lectures is crucial for retaining new information. Many professors consider their lectures too important to be given in a light or cheerful manner (such as math, statistics, or accounting) (Mohd. Sofuan, 2014). We wish to demonstrate that this is not the case and that in any circumstance it is feasible to select an emotional stimulus that will generate good feelings and, as a result, facilitates the memorization of information. Using an accounting class, as an illustration, we may conclude that enjoyment has a beneficial impact on information retention.

H6: Student's perceived enjoyment has a significant relationship with student's Effective Engagement.