

VALIDATING EFL STUDENTS' EVALUATIONS OF A COMPULSORY MATRICULATION PROGRAM: LINKS TO MOTIVATION IN AN INDONESIAN CONTEXT

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ABSTRACT

Effective management of language programs involves multifaceted components, particularly regarding quality assurance. However, evaluations by program management often overlook student perspectives due to biases, perceived insignificance, or a tendency to view such assessments as routine. This study aimed to investigate students' quality assessments of a compulsory English matriculation program in an Indonesian private university. A questionnaire, adapted from Student Evaluation of Educational Quality (SEEQ), was distributed to 390 students across eight departments. Descriptive analysis revealed that while students provided predominantly favourable evaluations across all assessed aspects, dimensions of assessment clarity, task relevance, and classroom interactions received comparatively lower ratings. Confirmatory Factor Analysis demonstrated the instrument's validity and reliability, along with its overall good fit measures. Lastly, Pearson Correlation Analysis indicated positive and significant correlations between students' perceived quality of the program and their motivation, with the strongest one on their self-determination. By promoting an environment that prioritizes quality assurance through student evaluations and feedback, educational institutions can stimulate increased student motivation and improve overall outcomes in language acquisition.

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INTRODUCTION

In the context of higher education, one of the central aims of English Language Teaching (ELT) is to equip learners with the language skills required for their academic disciplines. Mastery of the language is essential, as it facilitates meaningful engagement with diverse academic literature, promotes familiarity with specialized terminologies, and supports the development of communicative competence within their respective disciplines.

Research indicates that many high school graduates in Indonesia are unable to attain requisite functional English proficiency required in higher education. Despite having received formal English instruction for a minimum of six years during their high school education, their proficiency levels remain unsatisfactory (Jaliyya & Idrus, 2017; Maruf et al., 2020; Suryani &

Amalia, 2018; Zein et al., 2020). On this, Silalahi & Sitorus (2021) and Zein et al. (2020) agree on a disconnect between curriculum expectations and student readiness, highlighting the challenges faced during English instruction and proficiency assessments. Additionally, Wahyuningsih et al. (2023) identify significant barriers for teachers, such as inadequate resources and insufficient training, which negatively impact the quality of English instruction and learning outcomes. Hidayat (2024) further asserts that insufficient English proficiency not only hampers academic performance but eventually limits career opportunities, questioning the effectiveness of current educational policies and quality of instructions. The quality of English instruction in Indonesia is, therefore, influenced by various factors ranging from policy formulation to practical implementation.

Disparities in English language proficiency among freshmen from high school graduates all over the country have been observed in the context of this research. A substantial number of non-English major students struggle with fundamental linguistic skills, as shown by an entrance pre-test. This has been affecting their ability to form grammatically correct sentences, engage effectively in communication, and comprehend English texts. In response, a three-level English matriculation program has been part of the university language policy since 2000 in attempt to equip students with foundational language skills in ESP. As for quality assurance of the program, course evaluations are conducted every semester. However, it is often viewed as an administrative formality rather than as an opportunity to provide meaningful evaluation for the program. As limited studies are found on valid student evaluations in Indonesian higher education, this study adapts and investigates the Student Evaluation of Educational Quality (SEEQ) instrument developed by Marsh (1982).

Focusing on multiple dimensions of teaching effectiveness, studies have investigated SEEQ validity. It has been claimed to provide a valid and reliable framework for assessing perceived quality in educational settings (Marsh, 1987; Marsh et al., 1997, 2009). Other studies have reinforced the validity of SEEQ in assessing various dimensions of teaching. Coffey (2015) confirms that the SEEQ, recognized for its robust psychometric properties, remains a widely accepted instrument for evaluating teaching quality in higher education settings. Moreover, the study of Shevlin et al. (2000) resulted in good fit of SEEQ to the data of 213 undergraduate social science students course evaluation.

Aside from observed disparities of English language proficiency and necessity of program quality assessment, students' motivation has been recognized as a crucial determinant of learners' engagement, efforts, and success in the language program. High occurrence of graduation failure due to insufficient attendance records have been observed. It is corroborated by the percentage of repeating students due to violations of the attendance policy (Subekti, 2020). Motivation, therefore, has been considered as a crucial catalyst for students' effort and agency. Many students could not seem to relate their actual needs of English matriculation with curricular activities of this program and subsequent ESP courses. On this, the Expectancy-Value Theory emphasizes EFL learners' perception of learning relevance to their academic and professional goals, leading to intensified motivation, which directly translates into increased effort and agency (Eccles & Wigfield, 2002). Realizing their needs for this program, Self-Determination Theory (SDT) applies as it asserts the relation between students' psychological needs for autonomy, competence, and relatedness with their active engagement (Deci & Ryan, 1985). Complementarily, Previous intrinsic and extrinsic motivation further underpin this phenomenon (Gardner & Lambert, 1959) by differentiating between the source motives internally and externally.

Hence, understanding the interplay between motivational frameworks and students' perceptions of the preparatory program quality is crucial for fostering not only student satisfaction but also the successful completion of compulsory language courses. This research, therefore, aimed to address the following questions:

1. What is the validity of the students' evaluation instrument?
2. What are the students' evaluations towards the matriculation program quality?
3. Is there any significant correlation between students' quality evaluations and their instrumental, personal, compulsory, and self-determination motivation?

This study underscores the necessity for an evaluation instrument that focuses not only on teaching effectiveness (Mandouit, 2018) but also on more comprehensive aspects of a language management program, ultimately striving to improve learning environments (Stankovska et al., 2024). In a systematic literature study, Richardson (2005) proposes that student evaluation could provide feedbacks on their satisfaction. It is further enunciated that this instrument is crucial for evaluating and enhancing educational quality and can assist prospective students in their decision-making.

RESEARCH METHOD

Research Design

This study employs a quantitative research design which seeks to gather measurable data regarding student perceptions and to analyse the relationships between these perceptions and students' motivational factors. According to Creswell (2015), a quantitative research design is characterized by the collection and analysis of numerical data, which can lead to generalizable findings across larger populations. Specifically, this study integrated Confirmatory Factor Analysis (CFA) and Pearson correlation to offer more robust framework for examining multivariate relationships in educational research. This approach enables a nuanced understanding of how students' perceptions of quality assessments relate to their motivation. These methodological choices ensure that the research can contribute meaningfully to our understanding of the dynamics of motivation and engagement in educational contexts.

Research Participants

A total of four hundred and twenty (420) questionnaires were distributed utilizing a purposive sampling method, resulting in three hundred and ninety (390) valid responses, which corresponds to a response rate of 92.8%. In respect to participant variation and population representativeness, male participants were 177 (45.38%) and females were 213 (54.61%). Whereas composition based on the program levels were proportional (level 1=134 (34.35%), level 2=121 (31.02%); level 3=135 (34.61%). In terms of student academic years, 290 (74.35%) were students of 2022, whereas the rest were students of 2019 to 2021. Those from 2019 and 2020 most likely be the ones repeating the course, since even if students started from level 1, they would need 3 semesters to complete the program. Therefore, it was considered necessary to have samples from repeating students (36 or 9.23% failed in one or more of the levels). Lastly, dealing with the student majors, the samples were representative with relatively in balanced proportion in respect to their number of students; Information Technology (48); Information System (34); Architecture (46); Product Design (11); Biotechnology (36); Medical (25); Management (110); and Accounting (80). However, it should be admitted that potential bias may be introduced due to employment of purposive sampling method, thereby limiting the generalizability of the findings to the broader student population.

Instrument

Student Evaluation of Educational Quality (SEEQ) is one of the most thoroughly developed and widely used student feedback questionnaires in the USA, known to achieve an exceptionally high level of reliability ($r= 0.88$ to 0.97) and had a reasonable level of validity correlating significantly with measures of learning outcome (Coffey & Gibbs, 2001). This questionnaire was adapted (Table 1) to meet the purpose of this study based on empirical

findings and theories of professional English language teachers (Kumaravadivelu, 1994, 2001; Renandya & Jacobs, 2023; Richards, 2017; Shulman, 1986).

Table 1
The Instrument scales with its typical items

No	Adapted Dimensions and Theories	Sample of Item	SEQ Scale
1.	Learning: Particularity and Possibility principle (Kumaravadivelu, 2001)	The matriculation program is well-aligned with our needs for developing English language skills.	Learning/ academic value
2.	Teacher: Pedagogical knowledge (Shulman, 1986) Strong Pedagogical Knowledge (Renandya & Jacobs, 2023)	The teacher exhibits a high level of academic competence and subject knowledge	Instructor enthusiasm
3.	Teaching: Teacher Macro strategies (Kumaravadivelu, 1994)	The matriculation class incorporates a variety of activities that keep the learning experience engaging	Breadth of coverage Clarity
4.	Classroom Interaction: Promotion of students' engagement (Renandya & Jacobs, 2023)	Class interactions and activities are dynamic and engaging.	Group Interaction
5.	Teacher-Student Relationship: Good understanding of students (Renandya & Jacobs, 2023)	The lecturer provides opportunities for students to consult outside of class.	Individual Rapport
6.	Relevance of class activities: Teacher Macro strategies (Kumaravadivelu, 1994)	Class activities illustrate the application of English in real-life communication	Breadth of coverage
7.	Tests: Assessment (Richards, 2017)	Exam and assignment results are discussed in class as part of the learning process.	Examination/ grading
8.	Material: Content Knowledge (Shulman, 1986)	The learning materials are appropriate for my needs and proficiency level.	Assignment/ reading workload

To ensure comprehension among EFL student participants, the researcher employed direct translation from English to Bahasa Indonesia. However, this method has inherent weaknesses that must be acknowledged. Direct translation might obscure idiomatic nuances and cultural context, potentially leading to misunderstandings or misinterpretations of the items by respondents. Additionally, it sometimes fails to convey subtleties in meaning that might affect respondents' understanding.

Data Analysis

The data firstly assessed the validity and reliability of the instrument. Following this, a descriptive analysis was conducted to reveal student perceptions of the program quality. A correlation assessment was then performed to examine relationship between student evaluations of the course and their motivation. Measurement model assessment in Structural Equation Modeling (SEM) using AMOS version 24 was employed resulting in validity and reliability measures of the instrument. As this study assessed instrument validation that had been developed based on well-grounded theories, Confirmatory Factor Analysis (CFA) served this need (Arbuckle & Wothke, 2005; Byrne, 2010). Subsequently, descriptive statistics were calculated to evaluate students' perception of the language program quality followed by Pearson Correlation analysis (2-tailed) using SPSS version 22 to explore the correlation between students' perceptions of educational quality and their motivation. SPSS and AMOS serve complementary roles in quantitative research (Sarker et al., 2024); SPSS is valued for its wide array of statistical techniques and user-friendly interface, while AMOS excels in

covariance-based structural equation modeling (SEM), providing robust tools for confirmatory factor analysis and structural modeling with an intuitive graphical interface.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

To gain validity measurement of the evaluation model, a confirmatory factor analysis (CFA) was conducted (Figure 1). It further resulted in the construct validity of the latent variables in the student evaluation instrument (Collier, 2020; Whittaker & Schumacker, 2022). Conducting the analysis, relationships among all constructs were examined, specifically focusing on the connections between the latent variables and their respective indicators (Hair, 2014; Schumacker & Lomax, 2010).

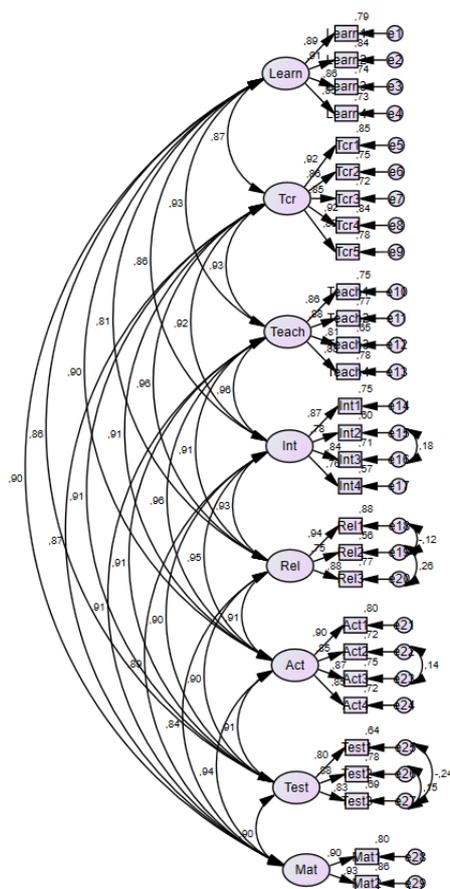


Figure 1. Confirmatory factor analysis (CFA)

Validity can be conceptualized as "the degree to which scores appropriately characterize a given construct" (Schumacker & Lomax, 2010, p. 182). In the process of assessing the reliability of constructs in this study, several important metrics were evaluated. Firstly, Cronbach's Alpha measured the internal consistency among the items within each construct, achieving values that exceeded the commonly accepted threshold of 0.7. This result demonstrates satisfactory reliability across the items. Additionally, the study employed Composite Reliability (Collier, 2020) as another metric indicative of internal consistency. Observed Composite Reliability values ranged from 0.889 to 0.951, surpassing the benchmark of 0.70 that is often considered acceptable for reliability assessments (Hair et al., 2019).

To further achieve the validity, convergent validity was assessed using both factor loadings and Average Variance Extracted (AVE). The factor loadings, which are the measures of correlation between individual items and their respective constructs, remained at or above

the acceptable threshold, confirming that each item contributes significantly to the overall construct (appendix 1). According to Hair (2014), a factor loading of 0.5 or higher indicates a strong level of convergent validity. As evidenced by values presented in table 2, the majority of the factor loadings exceeded this criterion, thus reinforcing the internal consistency and validity of the constructs employed in this analysis. This results corroborated with Ramsden (1991) study claiming that item factor analyses of a modified SEEQ validated the scale structure established in the pilot studies which reinforced the instrument's reliability and validity. Other studies supporting this result include Cheng & Marsh (2010); Coffey & Gibbs (2001); Marsh et al. (2009).

Table 2
HTMT discriminant validity

	Material	Testing	Activity	Relation-ship	Interaction	Teaching	Teacher	Learning
Material	1							
Testing	.92	1						
Activity	.94	.92	1					
Relationship	.84	.90	.90	1				
Interaction	.89	.98	.94	.92	1			
Teaching	.91	.92	.96	.90	.96	1		
Teacher	.87	.92	.91	.96	.92	.93	1	
Learning	.90	.88	.90	.81	.86	.93	.87	1

In terms of discriminant validity, the Heterotrait-Monotrait Ratio (HTMT) was applied to assess correlation among the constructs (Table 2). Some constructs showed intercorrelation coefficients above the squared AVE values ($>.90$), violating distinctiveness of the items (Henseler et al., 2015). These imply that the constructs of testing, activities, relationship, and teacher did not appear to operate independently and hypothetically shared excessive correlation (Henseler et al., 2015). This might reflect the natural interdependence of pedagogical factors rather than merely measurement deficiencies. Researching student evaluations of teaching, especially those adapted from the Student Evaluation of Educational Quality (SEEQ), few occurrences of correlations among domains such as teaching, interaction, activity, and learning are admitted as these dimensions collectively form an integrated instructional experience (Ginns et al., 2007; Marsh, 1982b). Such overlap indicates that respondents might not clearly differentiate between these constructs, perceiving them as interrelated components of overall instructional quality. However, it is acknowledged that this finding points to a methodological limitation that could reduce the precision of construct-level interpretation.

Table 3
Good fit of CFA

Index	Result	Recommended Value *
Chi-Square test	$X^2 = 1092.43$ $P = .000$	-
CMIN/DF	3.120	<.30 Good; <.50 Permissible
GFI	.854	>.90
AGFI	.819	>.80
SRMR	.078	<.09
RMSEA	.077	<.08
TLI	.820	>.90
CFI	.845	>.90

*Sources: Hair et al., 2009; Meyers et al.2005

Note: GFI: Goodness of Fit; AGFI: Adjusted Goodness of Fit; SRMR: Standardized Root Mean Square Residual; RMSEA: Root Mean Standard Error of Approximation; CFI: Comparative Fit Index

The assessment of model fit presented in table 3 revealed a combination of both acceptable and good fit measures, especially CMIN/DF, SRMR, and RMSEA values. Although several fit indices (GFI = .854, TLI = .820, CFI = .845) did not reach the conventional .90 threshold, they are still considered within an acceptable range for complex measurement models in educational and behavioral research. Previous studies have noted that such moderately lower values can occur when the model involves multiple latent constructs or when data are obtained from large, heterogeneous samples (Hair et al., 2019; Marsh et al., 2004). Furthermore, both RMSEA = .077 and SRMR = .078 met recommended criteria (< .08), indicating an overall reasonable model fit. Therefore, despite marginally lower incremental fit indices, the model remains interpretable and theoretically meaningful, particularly given that the constructs were empirically supported and conceptually coherent with the SEEQ framework.

As the descriptive data suggests, the highest level of agreement on perceived program quality was on the evaluation of the instructors, with 92.9% expressing satisfaction. This assessment involved factors such as instructors' enthusiasm, competence, expertise, use of humor, appealing personality, and teaching presentation. This finding is consistent with prior studies that assert the significance of teacher-related attributes as the primary factor influencing students' perceptions of educational quality (Marsh, 1987, p. 19). On this, post-method pedagogy underlines this proposition by suggesting that articulation of teacher and student particularity as essential aspects within instruction (Kumaravadivelu, 1994). Meanwhile, this is in accordance with Renandya & Jacobs (2023) suggesting nine qualities of effective teachers, from teachers' language proficiency to promotion of student engagement. Further results of this study suggest that the area receiving the lowest percentage of agreement, at 79.42%, pertains to the variable of learning, which includes the fulfilment of needs for English training, the rewarding nature of the learning experience, enhancements in interest, and improvements in English skills attributed to the course. This suggests a potential disconnect between perceived high-quality instruction by program management and actual learning experience as perceived by learners. This discrepancy can be viewed through the lens of the Expectancy Value Theory (Eccles & Wigfield, 2002), positing that while students may maintain positive expectations regarding the teaching methods, a lesser value assigned to the learning experience itself could diminish their motivation and effort levels. Therefore, ensuring educational program quality necessitates a broader perspective beyond instructional delivery alone. On its administration level, the matriculation program had been designed and improved mainly by revising classroom conduct, improving students' engagement, and motivation enhancement. While the majority of other quality indicators in this study achieved over 80% agreement, these findings suggest areas needing attention in future program development (Richardson, 2005; Spencer & Schmelkin, 2002).

On the correlation between students' perceived quality and their motivation, Pearson correlation analysis was employed (Table 4). The highest positive and significant correlation was identified between self-determination motivation and student evaluations, with a correlation coefficient of $r = 0.484$ ($p < 0.001$). This result indicates a mediocre positive association, suggesting that students who possess a sense of self-efficacy and believe in their capacity to succeed are significantly more likely to provide favorable evaluations of their English learning experiences.

Table 4
Pearson correlation results

		Student Evaluation
Compulsory Motivation	Pearson Correlation	.129*
	Sig. (2-tailed)	.011
	Sum of Square	14.515
	Covariance	.038
	N	390
Instrumental Motivation	Pearson Correlation	.274**
	Sig. (2-tailed)	.000
	Sum of Square	35.815
	Covariance	.092
	N	390
Personal Motivation	Pearson Correlation	.279**
	Sig. (2-tailed)	.000
	Sum of Square	40.658.
	Covariance	.105
	N	390
Self-Determination	Pearson Correlation	.484**
	Sig. (2-tailed)	.000
	Sum of Square	48.386
	Covariance	.125
	N	390

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Discussion

Comparing the results of this research with previous studies on the validity investigation of the student evaluation instrument, SEEQ has shown mostly good fit measures between the model and data. A study by Shevlin et al. (2000) involving 213 undergraduate students majoring in social science from a UK University in the Midlands resulted in a good fit of SEEQ to the data ($\chi^2 = 114$, $df = 52$, $p < 0.05$; $RMSEA = 0.075$; $SRMR = 0.049$; $GFI = 0.92$; $CFI = 0.94$; $IFI = 0.94$). Moreover, the factor loadings for the teaching effectiveness scale adequately reflect lecturer abilities and module characteristics, being high, positive, and significant. In a different context, a study by Spooren et al. (2007) shares a similar result, being able to develop and validate a 31-item questionnaire of course and teacher evaluation using 10 constructed Likert scales. Despite this study's inability to achieve comparable fit indices to previous studies, it nonetheless provides initial data regarding the evaluation of English language programs within the Indonesian context.

The less optimal good-fit results might be attributed to several factors. The self-reported data collection method could probably cause biases due to the self-report method of responses, compromising the accuracy of participants' evaluations. Additionally, the specific context of the matriculation program might have influenced student perceptions. The program has been viewed unfavorably by those who do not agree with its mandatory, perceiving it as a hindrance to their timely graduation. The findings of this study might also be limited by the constraints of being conducted in a single university, which may not reflect broader trends applicable to other institutions. Moreover, despite the premature nature of this conclusion, the tool utilized might contribute to the issues observed in the results. In a comparative analysis conducted by Marsh et al. (2009), the Exploratory Structural Equation Modeling (ESEM) approach exhibited a significantly good fit for the data concerning student evaluations of university teaching when compared to the traditional Confirmatory Factor Analysis (CFA) approach, with median correlation coefficients of $r = .72$ for CFA and $r = .34$ for ESEM.

In relation to students' evaluation of the quality of the matriculation program, descriptive statistics analysis was conducted. Students' dominant responses for "Strongly Agree" and "Agree" signified their agreement with the point of evaluation. Dealing with these results, improvement of program management along with continuous enhancements of classroom conduct might offer a pertinent rationale. After more than a decade of program administration, under consistent oversight from the university management, the language policies appear to correlate with these findings. The quality of educators has been identified as a significant concern for the language training center, which has led to the implementation of various quality assurance measures during the recruitment process. Prospective teacher candidates are generally required to achieve satisfactory results on a TOEFL examination, complete peer and micro-teaching assessments, and engage in training sessions that include classroom observations and submission of detailed reports. Additionally, the institution reportedly provides regular professional development opportunities and convenes regular meetings aimed at reinforcing instructional quality, which may contribute to fostering a favorable environment for effective language education.

Hamid et al. (2022) reported a significant relationship between lecturer performance and student satisfaction, noting that effective interaction between students and instructors significantly contributes to positive learning experiences. Overall, these elements suggest that continuous improvement in teaching quality, alongside a supportive learning atmosphere, is essential for maximizing student satisfaction and achieving desired educational outcomes. In accordance, Marsh (1987) as also supported by Richardson (2005), Shevlin et al. (2000), and Spooen et al. (2007) found out that effective teachers across all SEEQ items gained higher ratings, with varied significant differences in different constructs. Moreover, constructs of learning, enthusiasm, and organization were particularly valued by most students.

Despite a lower perception of rewarding learning experience, the academic standards and administrative practices of the program have been revised to remain relevant to contemporary pedagogical approaches in English Language Teaching (ELT). For instance, program evaluation in terms of levels and conducting managerial assessments reflects a commitment to constant improvement based on evaluation outcomes (Galbraith et al., 2012). In addition, the development of teaching materials has evolved significantly; initially relying on established textbooks, a systematic evaluation process has led to the training of a dedicated team of material developers who can create tailored resources. This focus on curriculum adaptability is supported by research indicating that effective language teaching programs regularly assess and update their instructional materials in response to changing pedagogical needs and student feedback (Spencer & Schmelkin, 2002).

On the correlation of students' perceived quality and their motivation, Pearson correlation analysis was employed. A significant positive correlation between self-determined motivation and student evaluations suggests that those who exhibit a strong sense of self-efficacy and confidence in their ability to succeed tend to acknowledge more favorable results of learning experiences. This finding is consistent with the theoretical underpinnings of Self-Determination Theory, which posits that fulfillment of the basic psychological needs for autonomy and feeling of self-competence fosters intrinsic motivation, thereby enhancing academic achievement and satisfaction (Deci & Ryan, 1985; Vallerand et al., 2008). When language programs foster an environment that supports these needs, students tend to exhibit higher intrinsic motivation, which correlates positively with their evaluations of educational quality (O'Reilly, 2014). This result is further supported by the study of Agawa & Takeuchi (2016), examining the relationships between basic need fulfilment of instruction and motivation of 317 English learners in Japan, revealing that motivation is positively influenced by fulfilment of self-competence needs. In addition, investigating classroom engagement among 412 learners of English in Turkey, Dincer et al. (2019) suggest that students' need

satisfaction and eventually self-determined motivation are influenced by teacher support of their autonomy. These have been discussed in regular meetings of teaching staff as recommended motivating strategies for learners. Teacher strategies to facilitate a positive classroom atmosphere that influence students' satisfaction psychologically appear to increase engagement and eventually enhance academic results.

Meanwhile, instrumental motivation exhibited a positive and significant correlation with student evaluations, evidenced by a correlation coefficient of $r = 0.274$ ($p < 0.001$). This relationship implies that those who believe that their English language learning as instrumental to achieving other opportunities or benefits tend to evaluate their learning positively. This finding aligns with Gardner and Lambert's theory, whereby an instrumental orientation serves as a significant catalyst for active engagement in the language learning process (Dörnyei, 2013). Adding the empirical data, Bower (2019) suggests that the main elements of student motivation enhancements are students' high expectations of success and effective pedagogy. In this context, this matriculation program is a prerequisite for ESP classes, which encourage students to graduate. Moreover, personal motivation was found to correlate positively and significantly with student evaluations, yielding a correlation coefficient of $r = 0.279$ ($p < 0.001$), indicating that those who are motivated by personal enjoyment or a desire for personal growth in learning English are likely to rate their experiences more favorably (Jiao & Liang, 2022). The findings elucidate the significant role of intrinsic motivational factors in shaping students' evaluations. In contrast, compulsory motivation, which encompasses the external pressures associated with course prerequisites and mandatory assessments, demonstrated a comparatively weaker correlation ($r = 0.129$) ($p = 0.011$). This lower correlation suggests that although extrinsic factors can exert some influence on student performance and evaluations, they are substantially less effective in cultivating genuine engagement compared to intrinsic or goal-oriented motivations.

These results contribute a novel perspective relative to traditional motivation theories on students' quality perception. While previous frameworks often focused on the dichotomy of motivation as being instrumental-integrative or extrinsic-intrinsic, this study highlights the interactions of self-efficacy within the Self-Determination Theory propelled by students' evaluation of program quality. The implications of these findings are significant for English as an EFL program management and conduct. By emphasizing the creation of a supportive learning environment that nurtures students' autonomy and enhances their self-efficacy, educators and program management can potentially elevate the overall educational experience. This could involve implementing pedagogical strategies that promote student agency, providing constructive feedback, and recognizing individual achievements.

CONCLUSION

This study underscores the fundamental significance of evaluating students' perceptions of program quality, alongside an assessment of the instrument's validity. A particular finding is placed on the noteworthy qualities of teachers and the nature of their relationships with students. Notably, high satisfaction ratings were strongly associated with teacher competence and the supportive interactions between instructors and students. It was found out that educators' enthusiasm, subject expertise, and their ability to foster strong, positive relationships with students are crucial factors in student evaluation of the language program. Secondly, this study adds empirical evidence on validity, reliability, and good fit measures of SEEQ as a well-established framework of language program quality evaluation into the EFL matriculation program. A few limitations leading to non-optimum results are observed, yet the results might be a baseline for future studies on this topic. Specifically, this study advocates a significant positive correlation between students' perceived quality of an English Language Teaching (ELT) program and their motivation levels.

In terms of the implications, these findings suggest a need for institutional willingness to value student evaluations. It is necessary to regularly assess student feedback and enact policy or actions in response to their aspirations. The evaluation, along with assessments of feedback to program development, could offer a baseline for continuous program improvement. The results could be discussed among teachers as reflective feedback and a basis for program improvement. In addition, future research that explicitly tests the efficacy of adapted SEEQ instruments across various educational contexts might contribute to a broader understanding of student perceptions in diverse settings. Incorporating these recommendations into instruction can further bolster students' perceived quality of language training programs, which in turn boosts student motivation. At the end, EFL programs can establish a continuous improvement mechanism that significantly enhances language learning outcomes.

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