

An Investigation of Collegiate Students' Motivation and Its Impact on Attitude for Learning English as a Second Language at Government Degree College Mehar

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Abstract

Motivation is a great stimuli for learning (Schmid, Palminteri, Lafargue, & Pessiglione, 2010) and learning a second language involves integrative and instrumental motivation (Currell & Marques-Quenterio, 2009). Influences of motivation in interior Sindh, Pakistan, speak volumes of factors. This study investigates the motivation of collegiate students at Government Degree College Mehar for learning English as a second language. Furthermore, to know the factors instrumental or integrative that motivated students for learning English language, the quantitative design was employed to conduct the research. The questionnaire encompasses 20 close ended items which were adapted from Gardner's AMTB. The questionnaire is based on 5 point Likert scale, and the data were collected from 180 participants at Government Degree College Mehar. Data were analyzed through SPSS. The findings reveal that highest mean of the item number (1) is (4.73) and it reflects participants are instrumentally motivated whereas they are less integrative motivated. The parental influence has also shown positive results. As it is evident from the item number (11) that excelled in mean of the above item as (4.21). The parental encouragement has boosted the interest as well as confidence of the children for learning English language. The students' over all attitude for learning English language is found greater in the mean item number (9) as (4.42) which all support that instrumental motivation plays major role for learning English at Government Degree College Mehar. The

study recommends that functional and practical courses should be added in syllabi to enable students to achieve their instrumental aim and objectives.

Keywords: Motivation, Second language, Pakistan

1. Introduction

Pakistan is multilingual and multicultural country its foundation is based on Urdu as a national language and whereas all the official correspondence are mandatory either in Urdu or English since her independence from British rule in 1947. It is evident from its language diversification where more than six regional languages with their dominancy of spoken and written for public interactions. (Rahman, 2002, p. 1). Sindhi, Punjabi, Pashtu, Balochi, Siraiki irrespective of fifty eight other vernacular languages. According to 1973 constitution of Pakistan Urdu enjoys the status of national language and simultaneously English as a medium of instructions. All the official correspondence is done through two languages that why these two languages are considered as languages of power, business and commerce, civil military, beaurucracy and elite class interaction (Abbas, 1993; Mahbbob, 2002, p. 2).

English is taught as a compulsory subject in government as well as private institutions of Sindh, Pakistan. This language is considered as a gateway to enter into global market Mahboob (2002). It is a language of an official correspondence between provinces and federal government, top civil military institutions (Rasool & Mansoor, 2007). Second language learning is mostly influenced by the level of motivation from stakeholders like parents, teachers, syllabus and classroom setting. Motivation also determines the attitude of learners and sometimes attitude reflects the motivation for learning English language.

1.1 Research Question

To investigate the collegiate students' motivation and its impact on second language learning is revealed through the following questions.

Q.1: What is the impact of instrumental motivation on the attitude of collegiate students towards learning English as second language?

Q.2: What is the impact of integrative motivation on the attitude of collegiate students towards learning English as second language?

Q.3: What is the impact of parental encouragement on the attitude of collegiate students towards learning English as a second language?

2. Literature Review

2.1 Motivation and Attitude

Motivation is a driving force for learning English as a second language. Both the motivation and attitude are integrated to each other (Gardener, 1985, p. 16). It has remained focused since last three decades to accomplish the desire of learning target language. It demands learners' self efforts to remain stuck with the target (Gardner, 1985; 2001, 2010; Dornyei, 2003, 2005; Dornyei & Ushioda, 2011; Noels, 2003, 2005; Ushioda, 2007, 2009). Motivation has great impetus for learners to learn English as a second language and related with the individuals' aspiration and commitment for achieving that target (Gardner, 1985). Lambart and Gardner are two pioneer names as psychologists who coined the term motivation and defined its applicability in second language learning to achieve a goal (1985). Motivation is regarded as a

key variable for learning English as a second language (Gardner, 1985, 2001, 2010; Dörnyei, 2003, 2005; Dörnyei & Ushioda, 2011; Noels, 2003, 2005; Ushioda, 2007, 2009).

2.2 Attitude

Attitude shows the seriousness and commitment of the learners for learning the second language; it determines the efforts that an individual puts for achieving the task (Tahaineh & Dana, 2013). Motivation plays very essential role for the accomplishment of learning second language. It has significant impact on the attitude of second language learner. Learning a second language is the very fundamental issue which dates back approximately five decades. The motive forces behind an individual for learning second language are generated through psychological and social aspects of life (Osborn, Irwin, Skogsberg, & Feltz, 2012). When an individual learns a second language he undergoes certain processes. These processes are, like internal curiosity or urge that infuses sustainable energy to follow the right direction (Thijis, 2011). It enables one to understand the second language for its social and intellectual utility. It brings many benefits while speaking or learning second language.

Learning English language is not only getting the passport to enter in the global village but also one of the convenient sources of upgrading or uplifting ones social and professional career. Motivation plays very significant role in the achievement of any target. It is one of the social as well as psychological factors that a person can't live in isolation. Learning L2 is the conscious efforts that an individual makes in order to get the exposure accomplishing self-upgrading and professional development, Ellis (1994, p. 715). Spada and Lightbrown (2001, p. 33) state that motivation for learning L2 is identified through two factors: "the communicative needs of learners; and another, their inclination towards the L2 community".

2.3 The Socio-Educational Model

The socio educational model is developed by R. C Gardener with the collaboration of Clement. According to Gardener neither aptitude nor competency of learner, is sufficient for learning second language. The cultural context is influencing agent which determines individual's competency for acquiring the tendency of second language learning. Gardner along with Clement and other colleagues developed the socio-educational model. R.C. Gardner formulated the socio-educational model suggesting that learning an L2 cannot be solely explained by people's aptitude or their competency to acquire as many languages. He asserted that individual differences were key factors affecting L2 acquisition such that in understanding how the L2 learning process and outcomes work, it is important to consider the cultural contexts, which influence people's attitude and motivation in learning another distinct cultural language. By simply regarding aptitude as the only factor, researchers dismiss the social, contextual and pragmatic reasons that drive people to learn other languages.

According to Socio- Educational model which was developed in (1979), there are two main factors influencing second language learning motivation first is internal curiosity for learning and second is an aptitude of the learners. Gardener has emphasized about the factors of motivation in this model that how even below the average persons, having low competency and aptitude succeeding in acquiring second language. It means motivation plays a significant role for learning target language. This model tried to discuss those motivational factors showing the related sites of second language learning course like the formal site (the educational context),

and the informal site (the cultural context). These two factors play a crucial role in enhancing the second language learners' performance in the educational context, and is place where explicit instructions and corrections happen. The cultural context is allowing learners to penetrate in the other culture without applying specific rules or instructions. The learners become highly confident, informative and knowledgeable in the social and cultural setting behind the second language learning. The linguistic and nonlinguistic outcome emerges from this transition as in the linguistic component learners tend to develop the second language learning proficiency and fluency and the nonlinguistic outcome change in their attitude towards that culture where the second language came. Social milieu is the hub of social and cultural values where learners initiate to set the attitudes towards the culture behind the L2 acquisition. This social milieu helps learns individually to follow the same patterns and strategies for acquiring second language learning.

3. Research Methodology

3.1 Research Design and Context

The research paradigm is quantitative and a cross sectional study. The ethnography for data collection is both government colleges of Mehar, District Dadu, Sindh.

3.2 Population and Sampling

The data are collected through convenient sampling from both the institutes, Government boys Degree College Mehar and Government Girls College Mehar as well. In these colleges English is taught as a compulsory subject and mostly the teachers with sound knowledge of grammar and language teaching techniques are employed for better learning English language. English language is taught as a subject as well as medium of instructions in certain government institutes.

Mostly the participants are collegiate students only intermediate from first and second years related with both groups, Pre – medical and Pre- engineering. The number of participants is 180, male 109, female 71, Pre- Medical 98, and Pre- Engineering 82.

3.3 Research Instrument

Questionnaire is adapted from Gardener's Attitude Motivation Test Battery (AMTB) as a data collection tool. The questionnaire is based on five point *likert scale*. Like (1) strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree. Before formally usage of the instrument, it is piloted in order to check its reliability. The number of items over all in questionnaire is 20 close ended questions encompassing all the variables and reflecting participants' attitude, interest, inclinations and desires. The various questions were asked to know the participants' level of motivation whether they are instrumentally or integrative motivated towards learning English as second language.

3.4 Research Procedure

The data were collected through completing all the necessary obligations or formalities like taking permission from the administrator, getting into confidence the participants for their names and identity would be secret, from both colleges of Mehar. Researcher distributed questionnaire among 230 participants. Out of that 180 questionnaire were received. Data was coded and carried out in SPSS.

4. Results

First of all I used Cronbach Alpha test to check the reliability of questionnaire. After that, demographic and descriptive analysis test is conducted in order to get mean and standard deviation of individual item and collectively all the items. The various tests are applied for data analysis like Pearson's correlation that shows the relationship between the dependent and independent variables. The other test is used Multiple Regression analysis which examined the significant and positive relationship between independent and dependent variables.

4.1 Reliability Analysis

I used Cronbach Alpha test for checking the reliability. The reliability of overall constructs is .893 whereas individual construct differs and ranges from .739 to .831.

No of items	Total samples	Cronbach Alpha	Type
20	180	.893	High reliability

Individual reliability of all constructs is presented in below table.

Construct	Items	Cronbach's Alpha	Type
ATLE	5	.823	High Reliability
INST	5	.785	High Reliability
INTG	5	.739	High Reliability
PREC	5	.831	High Reliability

4.2 Demographic Classification of Participants

The questions regarding the characteristics of the study participants, for example, age, gender, marital status, and group were asked. Demographic characteristics of the respondents demonstrate that 58.5% (n=109) of respondents were male and 52.7% (n=95) were between 18 to 20 years old. Most of the respondents 76.5% (n=182) were single and studying pre-medical group.

Demographic	Descriptions	Frequencies	Percent
Gender	Male	109	58.5
	Female	71	41.5
Age	15-18	74	41.1
	18-20	95	52.7
	Above 20	11	6.1
Marital status	Single	165	93.7
	Married	15	6.3
Groups	Pre-medical	98	56
	Pre-engineering	82	44

4.3 Descriptive Statistics

Construct	Items	No:	Mean	Std. Deviation
ATLE	ATLE1	180	3.21	1.19
	ATLE2	180	3.27	1.28
	ATLE3	180	3.24	1.22
	ATLE4	180	3.13	1.29
	ATLE5	180	3.31	1.32
PREC	PREC1	180	3.39	1.12
	PREC2	180	4.14	1.13
	PREC3	180	3.34	1.17
	PREC4	180	4.33	1.19
	PREC5	180	3.43	1.31
INTG	INTG1	180	2.96	1.16
	INTG2	180	3.27	1.27
	INTG3	180	3.26	1.24
	INTG4	180	2.83	1.11
	INTG5	180	3.19	1.09
INST	INST1	180	4.73	1.17
	INST2	180	3.29	1.24
	INST3	180	3.31	1.32
	INST4	180	4.42	1.22
	INST5	180	3.14	1.06

4.4 Pearsons Correlation

Variables	ATLE	PREC	INTG	INST
ATLE	1			
PREC	.712**	1		
INTG	.542**	0.053	1	
INST	.681**	0.073	.368**	1

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

4.5 Multiple Regression Analysis

Besides the correlation between the main research variable, it is important to assess the predictive relation between variables. The fact is that the correlation does not assure causality, the researcher examined the coefficient of dependent variable through multiple regression test. The findings showed that all the independent variables contributed significantly and positively towards the dependent variable. The test results are presented in the below table.

Relationship	Beta	t-value	P-value
PREC ATLE	0.217	3.315	0.001
INST ATLE	0.578	7.316	0
INTG ATLE	0.347	4.149	0
R ²		0.634	
Adjusted R ²		0.621	
F value		71.318	

4.6 Summary of Hypotheses Confirmation

S.NO	Hypotheses description	Decision
1	PREC is positively and significantly correlated with ATLE.	Accepted
2	INST is positively and significantly correlated with ATLE.	Accepted
3	INTG is positively and significantly correlated with ATLE.	Accepted

5. Discussion and Conclusion

Motivation plays a determinant role for learning English as a second language. As it is evident in table of descriptive statistics that mostly the mean is greater than 3 that shows. It shows that the students are highly motivated for learning second language because it gives the boom and boost in the chances of uplifting their career. They are very much conscious about their career and keeping in their mind the importance of English learning as a second language, having great potential to provide ample of opportunities for them in the shape of career building and professional developments.

The study aimed to investigate the impact of motivation on collegiate students whether they were integrative or instrumentally motivated for learning L2. After examining the literature, this study was first at my area in the domain of second language learning to investigate the parental encouragement along with the motivational factors. A survey was administered in Government degree College Mehar. This study contributed to both theory and practical. Finally, this study recommends that functional and practical courses should be added in syllabi to enable students to achieve their instrumental aims and objectives.

Summing up the results of this study, it is concluded that in the context of study L2 learners' motivation is complex because L2 learners' decisions are influenced by diverse factors that effect on their decisions, such as economic, politics, and academic as well. This study found the influence of these constructs on L2 learners' motivation. L2 motivation is not as simple as Gardner studied in Canadian context, where L2 was learnt in bilingual context and there L2 had equal respect and status in the context of study, but it's contrary in the context of study L2 enjoys a great value and status. Where L2 is considered as the language of power and upper class and taught as compulsory subject and used in courts and by Army and high officials.

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