

Attitudes and Motivation of Learners towards English: A Case Study of Intermediate Level Students District Matyari, Sindh, Pakistan

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Abstract

A lot of discussion in language learning and teaching roams around two key factors, which are motivation and attitude. These variables are considered to impact the success or failure in learning a language. Gardner (1985) believes that students who are highly motivated and have positive attitude are better at mastering and learning language than those with less or no motivation and negative attitude. In order to gain success in language learning both motivation and positive attitude need to coexist together. This study was conducted to find attitudes, motivation and their relationship among intermediate level students in Matyari

district. For this research study, a questionnaire was adapted from Gardner's (1985) AMTB to collect data. The data was analyzed in SPSS through descriptive and inferential analysis. The results revealed that intermediate level students in Matyari district have positive attitude towards English. Further, the study found students intrinsically more motivated than extrinsically. Moreover, it was found that attitudes and motivation have positive relationship. It was concluded that those learners who have positive attitude tend to have more intrinsic motivation.

Keywords: Positive and Negative Attitudes, Intrinsic and Extrinsic Motivation, Relationship between Attitude and Motivation

1. Introduction

Since 1947, English has been used as an official language and has got more importance, although according to 1973 constitution Urdu is the national language of Pakistan. Pakistan is rich in diversified languages as Sindhi, Siraiki, Balochi, Punjabi and Pushto are some of the main vernaculars apart from other round about fifty eight minor languages. However, Rahman (2002, p. 1) argues that English and Urdu are the languages of power, government corporate sector, education, media, etc. English is the symbol of power and prestige in the country (Abbas, 1993). Mahboob (2002, p. 2) have noted that English is a gate pass to high governmental, military, bureaucratic and social positions.

Since the independence, English has been official and most important language in Pakistan. It does not only serve domestic language purposes but it breaks down the barriers of international communication. Even, from basic to high levels all written official works are done in English in Pakistan and it is also used in federal and provincial governments (Rasool and Mansoor, 2007). It does not have its roots only in official matters but it deeply dives into education, media, trade, industry and social life. So, the importance of English cannot be denied, as it serves vast and vital purposes in Pakistan.

In a classroom setting it is observed that the degree of learning foreign or second language varies among all learners. Some find it easy to learn and some struggle hard to learn. All have different levels of language achievement. The question arises what makes such differences or what makes some of them more successful than others? The answers could be many but among all motivation and attitude towards language learning has received considerable attention. There are many reasons for why motivation and attitude have been given such considerable priority. The reason is that motivation and attitude effects person's mood, behavior and ultimately learning. Both motivation (intrinsic and extrinsic) and attitude (negative and positive) have a strong influence on the success in achievement of language. To investigate attitudes and motivation of intermediate level students, the study sought answers to the following questions:

1. What are the attitudes of intermediate level students towards learning English language in Matyari district?
2. Is there any significant difference between intrinsic or extrinsic motivation of intermediate level students in Matyari district?
3. What is the relationship between attitude and motivation of intermediate level students towards learning English language in Matyari district?

2. Literature Review

2.1 Attitudes and Motivation

Gardner (1985, p.61) states, "attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language". Second language acquisition is influenced by many factors but it is highly encouraged by the positive correlation between motivation and attitude. A number of studies have shown that learners having positive relationship of attitude and motivation perform well

than others. As the success and failure of learner depends on motivation and attitude of learner, they had been the core concern of second language learning research.

2.2 Attitudes

The operational definition of attitudes that is regarded as learner's perception, experiences, beliefs or understanding of learning English is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor", suggested by Eagly and Chaiken (1993, p. 1). Attitude is a mental and neural state of willingness, regulated and shaped by experience, and influences individual's response to situations, surroundings and objects which are related to him (Allport, 1954, p. 45). Sarnoff (1960) noted attitude as a favorable or unfavorable reaction to a class of objects. Attitudes are categorized as positive or negative and stay unaffected for the prolonged time (Almani, 2007-08). Attitudes can be reshaped or altered by some sort of inducement. They can perform various roles and allow expressing values, feelings, beliefs and self-worth.

Attitudes vary in strength or intensity. Attitude in language learning is an important notion because it performs influential role and part in language learning and teaching (Tahaineh & Danaa, 2013). The importance of attitudes for learning English and the English language varies from person to person. Students are encouraged and their thoughts are strengthened by certain reasons to learn English. Every learner has different reason and attitude to learn English. The success in learning will depend on the attitude of learner (Jezifa, 2012). In other words, learning and attitudes are closely bound together and influence one another heavily.

Attitude to language is a construct that explains linguistic behavior in particular (Mamun, 2012). Karashan (2007) investigated attitudes of Turkish students towards English language. Students showed their positive attitude towards English language and its importance but they also stated that English is not a language of culture so it is also not interesting for them. Based on a survey of Rukh (2014) it was found that Pakistani business students have strong positive attitude towards English language. Students feel proud while speaking English and also feel overwhelmed when they use English for communication purpose. Brown (2001) added that attitude is designed by huge amount of emotional involvement such as self, feelings, emotions, relationship in community. It seems that there are many stimulants and factors that lead individual to positive and negative attitudes.

2.3 Motivation

Motivation is an internal process that encourages us to satisfy and please some needs (Child, 1986, p. 32). Pintrich & Schunk (1996, p.4) state motivation in these words: "the process whereby goal-directed activity is instigated and sustained. It is a process which cannot be observed directly, but can be inferred by behaviors as choice of tasks, effort, persistence, and verbalizations." Dornyei (2001) sums up the working definition as motivation is a core force through which people make decision for doing a particular task, decide that how long will they be working with consistency and how much effort would they be exerting to achieve or get it done.

Motivation is generally considered to be very important element in language learning. The motivation is further categorized as: intrinsic and extrinsic motivation. Intrinsic motivation is generally linked to integrative orientation and refers to perform something not for getting external reward but rather making oneself happy with the pleasure one gets out of performing it (Bandura, 1977). Contrary, extrinsic motivation is linked with instrumental orientation, and refers to perform something to get external rewards (Pitmann & Boggiano, 1992).

Research studies have shown that motivated students learn at greater pace and exhibit brilliant performance. Shahriar et al (2015) conducted a study at two different departments of University of Sindh, Jamshoro. The main focus on this study was on intrinsic and extrinsic motivation. The participants agreed that there had been motivational change regarding learning of English language. The amazing finding of the study was those students who disliked learning were accepting importance of English at wide. Shah (2017) also conducted a cross sectional study on engineering students of Quaid-e-Awam University of Engineering, Science and Technology, Nawabshah. The study found that students are more extrinsically motivated because they wanted to pursue scholarship abroad. Another finding was that the male participants were more motivated (intrinsically than extrinsically) than females.

2.4 Socio-educational Model

To investigate attitudes, motivation and their relationship of intermediate students in Matyari district, this study was guided by Gardner's (1979) socio-educational model. The socio educational model consisted of individual differences, social milieu, second language acquisition factors and outcomes. Language learning is a mixture of these four elements. Learning language in multi culture is the core of the model. The cultural belief shapes the attitudes and motivation. They do not only effect on general basis but individual differences are also affected. For instance, if it is generally believed that English language is much difficult to learn, then the learning or achievement level in terms of attitude and motivation would also be low.

In socio-educational model, effort, desire and positive attitude affect measures who is more and who is less motivated. Those who are motivated exert efforts, achieve goals and enjoy learning. Moreover, in the model, attitudes of learners are considered as support for motivation. The learners may have positive attitude but if the attitudes are not linked with the motivation, they cannot be better language achiever. Similarly, the learners may exhibit high level of motivation but not supported by positive attitudes, would not have high levels of motivation for longer time. For the high achievement, a learner needs to have strong relationship between attitude and motivation. Gardner (1985, p.61) states, "attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language".

3. Methodology

3.1 Research Design and Context

This is a quantitative study that used a questionnaire to collect data. The study was carried out in Government Girls Degree Colleges and Government Boys degree Colleges in Matyari district, Sindh, Pakistan.

3.2 Population and Sampling

District Matyari, Sindh is a core research site of this study. It has three Talukas i.e. Matyari, Hala and Saeedabad. As the study is at intermediate level, so Girls/Boys Government Degree Colleges were taken into study of all three talukas. English is taught there as a compulsory subject from Montessori to master's level and teachers pay special attention towards learning of English language.

The participants of the study were intermediate students comprising both grades i.e. 1st year (11) and 2nd year (12). The study collected data from 300 participants, 150 from 1st year and 150 from 2nd year. The study took equal number of participants from each taluka 100 each, 50 from 1st year and 50 from 2nd year. The equal number of male and female participants was taken from each taluka (50 male, 50 female) into study to have more generalized results.

3.3 Instrumentation

This research adapted its close ended questionnaire from Gardner's (1985) AMTB (Attitude Motivational Test Battery) (See. Appendix 1). The questionnaire comprises of 20 items, all linking to the beliefs, values, thinking and attitudes of participants. The 20 items covered four of the variables, i.e. positive attitude, negative attitude, intrinsic motivation and extrinsic motivation (05 items for each). The questionnaire was provided with five Likert scale to the participants to choose from 1 to 5 (5=Strongly agree, 4= Agree, 3=Undecided, 2= Disagree, 1= Strongly disagree).

3.4 Research Procedure

On the given dates and timings, with the help of teachers there, the data was collected from all six colleges in Matyari district. The data of 300 participants was first entered into excel sheet and then transferred to SPSS version 24. To avoid mistakes in data, the data was checked thoroughly and found no blank, inappropriate or inaccurate data. For the first questions of research, descriptive analysis was carried out in terms of mean, std. deviation and bar charts, for the second Paired-samples T Test was performed and for the third Pearson Correlation was carried out. Correlation analysis was carried out to see the strength of relationship between attitude and motivation.

4. Results

4.1 Reliability Analysis

In this study, Cronbach Alpha was used to measure internal consistency and homogeneity of items. The Cronbach Alpha reliability value for individual variables is satisfactory; positive

attitude has 0.89, negative attitude has 0.92, intrinsic motivation has 0.91 and extrinsic motivation has 0.79. The above Cronbach Alpha reliability values shows reliable grouping of data. Moreover, the Cronbach Alpha reliability value for the questionnaire with its all items is 0.76, which is satisfactory.

4.2 Attitudes of Learners towards English

To know what attitudes are exhibited by intermediate level students in Matyari district, whether positive or negative, the difference between mean score and std. deviation would be taken under study. Questionnaire item from 1 to 5 were used to measure intermediate level student's positive attitude and questionnaire item from 6 to 10 were used to measure negative attitude.

Table 1. Analysis of Positive & Negative Attitude Mean, Std. Deviation

	N	Mean	Std. Deviation	Std. Error Mean
Positive Attitude	300	4.72	.379	.022
Negative Attitude	300	1.35	.418	.024

Attitudes of intermediate level students towards learning English language in Matyari district

The above table shows the mean score of positive attitude and negative attitude of intermediate level students in Matyari district. The analysis from the above table concludes that the mean of positive attitude is 4.72 and mean of negative attitude is 1.35. Hence, intermediate level students in Matyari district have got positive attitude than negative attitude towards learning of English language.

4.3 Motivation of Learners towards English

In order to compare means of the two samples and to see differences (if any) between intrinsic and extrinsic motivation variable, the data was analyzed through Paired-samples T test in SPSS. Questionnaire item from 11 to 15 were used to measure intermediate level student's intrinsic motivation and questionnaire item from 16 to 20 were used to measure extrinsic motivation. The Table 2 compares mean scores of two variables under study and Table 3 is used to determine whether there is significant difference between two variables or not.

Table 2. Analysis of Intrinsic & Extrinsic Motivation Mean and Std. Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Intrinsic Motivation	4.65	300	0.413	.024
	Extrinsic Motivation	2.19	300	0.845	.049

In the above table, the mean score of intrinsic motivation is 4.65 and the mean score of extrinsic motivation is 2.19. If the two mean scores are compared, the difference between the two mean scores is obvious. Further, if the standard deviation from the mean score is observed for intrinsic and extrinsic motivation then the intrinsic mean score is greater than

the extrinsic mean score. The data shows that the two variables intrinsic and extrinsic motivation has differences between the mean score and standard deviations.

Table 3. Analysis of Paired-samples T Test

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Intrinsic – Extrinsic Motivation	2.467	.883	.051	2.366	2.567	48.400	299	.000

Further, to investigate if the difference between the two variables is significant or not, the results need to be interpreted from table 3. The test statistic for the paired t test is $t=48.400$, the degree of freedom for this test is $Df=299$ and Sig. (2-tailed) value is .000. As the level of significance is $\alpha = 0.05$ and the value is less than 0.05, hence it is concluded from the results that there are significant differences between the intrinsic and extrinsic motivation of the intermediate level students in Matyari district.

4.4 Relationship between Attitudes and Motivation

The Pearson Correlation was conducted in this study to see if there is any significant relationship between attitude and motivation of intermediate level students in Matyari district. Pallant (2005) explains that “Pearson correlation coefficients (r) can range from -1 to $+1$. The sign in front indicates whether there is a positive correlation (as one variable increases, so too does the other) or a negative correlation (as one variable increases, the other decreases).” Moreover, Cohen (1988, pp. 79–81) suggests the guideline to measure the strength of relationship between variables be it positive or negative. He states that if $r=.10$ to $.29$ then the strength of correlation is small, if $r=.30$ to $.49$ then the strength of correlation is medium and if $r=.50$ to 1.0 then the strength of correlation is large.

Table 4. The result of Pearson Correlation analysis performed on Attitudes and Motivation

		Positive Attitude	Negative Attitude	Intrinsic Motivation	Extrinsic Motivation
Positive Attitude	Pearson Correlation	1	-.064	.404**	.161**
	Sig. (2-tailed)		.266	.000	.005
	N	300	300	300	300
Negative Attitude	Pearson Correlation	-.064	1	-.055	-.032
	Sig. (2-tailed)	.266		.346	.575
	N	300	300	300	300

Intrinsic Motivation	Pearson Correlation	.404**	-.055	1	.151**
	Sig. (2-tailed)	.000	.346		.009
	N	300	300	300	300
Extrinsic Motivation	Pearson Correlation	.161**	-.032	.151**	1
	Sig. (2-tailed)	.005	.575	.009	
	N	300	300	300	300

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

According to the above table, positive attitudes are negatively correlated with negative attitudes ($r = -.064$). Whereas, positive attitudes are significantly correlated to intrinsic motivation ($r = .404$) and extrinsic motivation ($r = .161$). Intrinsic motivation is negatively correlated with the negative attitudes ($r = -.055$) and significantly correlated positively with positive attitude ($r = .404$) and extrinsic motivation ($r = .151$). As per Cohen (1988)'s guidelines it can be summed up that the relationship between positive attitude and intrinsic motivation has medium but reaching to large strength and relationship between positive attitude and extrinsic motivation has small strength. Hence, intrinsic motivation would increase, with the increment of positive attitude.

5. Discussion and Conclusion

The results showed that the students in Matyari district have positive attitudes towards learning of English language. It is very interested that the students ranked Positive attitudes with the mean 4.72, whereas, the mean of negative attitude was 1.35. The students showed their positive attitude by agreeing that English is essential part of school curriculum. They wanted and liked it to have part of their syllabus. The students agreed that they plan to learn English and put all their efforts to learn it. Moreover, they do all these efforts because these students have desire to be better at English language. Further, the students agreed that they really enjoy learning English and do not get bore of it. The students of Matyari district showed their positive response and keen interest to learn English and are well aware of the importance of English language.

The students in Matyari district are more intrinsically motivated than extrinsically. The learners exhibited intrinsic motivation by strongly agreeing that English is good for their self-development. The learners further agreed that they always want to learn English and make full use of their time to learn English. When they believe English to be good for their self-development, they also put their efforts to excel in English language skills. The students showed their interest in improving reading, writing, speaking and listening skills. Moreover, learners agreed that learning English will not only allow them to converse with various people within country but they would also be equipped with better skills to talk to different people outside the country. English is used as lingua franca and it is used by the upper class of the country so participants are of the idea that if they would know English they would feel better intrinsically to have better conversation with more and different people.

Though, learners showed that they are intrinsically more motivated but there existed extrinsic motivation among learners too. Students believe that better English language skills will get them better job. As all the test and interviews for the elite jobs are conducted in English, so many students want to learn English to get a better livelihood. Along with job, doing better in exams for the sake of marks is also concern of many students. Not only English subject but almost majority of the subjects is to be studied and passed in English language. Students agreed that good English would help them to score well in exams. Students also agreed that they want to learn English so that they can pass international tests and study abroad. However, they strongly disagreed that their learning of English is to please their parents and they regard only those people educated who are fluent in English language.

It was concluded that those learners who have positive attitude tend to have more intrinsic motivation. Second language acquisition is influenced by many factors but it is highly encouraged by the positive correlation between motivation and attitude. Learners with strong motivation and positive attitude towards target language excel quick and better in target language. The findings made it obvious that those students who agreed that they have desire to learn English and put a lot of efforts to learn it, also agreed that English is good for their development and they make full use of their time to enhance English language skills. They also enjoy learning English and learning English is something which they always want to do. Hence, students with positive attitude and intrinsic motivation exhibited greater concern and eagerness to learn English language.

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Appendix

Appendix 1. Research Questionnaire

Please take some time (approximately 20-25 minutes) to completely fill out this questionnaire.

Name: _____ Class: _____

Group: _____

Note: This is NOT a test. This is a questionnaire, it is the part of my MS Linguistics research project and would help me to gather data on topic 'Motivation and Attitudes of learners towards English: A case study of intermediate students district Matyari'. Your honest opinion is welcomed. Thank you for your cooperation.

Please put the number in the 'Number' column of each statement, which corresponds most closely to your desired response. If you want to change your answer, cross it out and re-write a new number.

5=Strongly agree, 4= Agree, 3=Undecided, 2= Disagree, 1= Strongly disagree.

S:no:	Statements	Number
01	English is an important part of the school program.	
02	I plan to learn as much English as possible.	
03	I really enjoy learning English.	
04	I have desire to learn good English.	
05	I put a lot of effort in learning English.	
06	It is hard to learn English.	
07	I prefer to read materials in other languages rather than English.	
08	During English classes, I become completely bored.	
09	I never think of improving my English language.	
10	Learning English is a waste of time.	
11	I learn English in order to improve my English language skills.	
12	Learning English is good for self-development.	
13	I learn English because it is something that I always want to do.	
14	I make full use of my time to learn English.	
15	Learning English will allow me to converse with more and varied	

	people.	
16	Learning English is useful in getting a good job.	
17	I want to learn English so that I can get good marks in exams.	
18	I want to learn English so that I can get admission in foreign universities.	
19	I study English in order to make my family happy.	
20	I feel that only those people are educated who can speak English language fluently.	

Thank you.

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