

Impact of Motivation on learning English as a Second Language among Undergraduate Students of Public University in Sindh: A Case Study

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Abstract

Motivation is recognized as one of the factors affecting the progress of English Language Learning (SLL). This study incorporated the sequential-explanatory mixed-method research design to investigate the divergent categories of motivation i.e., integrative, instrumental, intrinsic, and extrinsic among undergraduates. The sample comprises of 96 undergraduate students enrolled in Bachelor of Business Administration (BBA) at Sindh Madrassah tul-Islam University Karachi. Attitude/Motivation Test Battery (AMTB) by Gardner's (1985) was utilized for the study. The demographic part is presented through tables, graphs, and pie charts. The quantitatively data was analyzed through descriptive statistics, t-test, and ANOVA. The findings show no consequential variation in motivation of male and female learners and mean scores of first- and second-year students. Whereas significant differences were observed among socio-economic groups with respect to intrinsic motivation. Qualitatively majority of the respondents agreed upon the importance of English because of its professional, academic, and financial benefits. Moreover, the integrative and extrinsic motivations were moderately found to be higher than their instrumental and intrinsic motivations, respectively. The recommendations were provided for further in-depth discussion with various variables for future research.

Keywords: Motivation, Extrinsic and Intrinsic, Instrumental Motivation, Undergraduate Students, ESL.

Introduction

Pakistan is a multilingual land in which several languages such as Sindhi, Saraiki, Balochi, Punjabi, and Pushto are being practiced including Urdu (Pathan, Shahriar & Mari, 2010). In addition to the aforesaid languages, English occupies the official status since 1947 and considered as an image of power and status inside the country (Abbas, 1993). Rahman (2002) argued that English is a major language in the government corporate sectors, medium

of instruction in education and used in greater extent in social media. Furthermore, Mahboob (2002) mentioned that English provides a major pathway to achieve excessive governmental, navy, bureaucratic and social positions. English is used in all the official works of Federal and provincial government (Rasool & Mansoor, 2007). Despite, the acceptance of English as an important path to career advancement, students of Pakistan were observed to have an unsatisfactory or lower level of English language knowledge in schools (Dilshad et al., 2016) including those at intermediary and tertiary level (Ahmed, Aftab & Yaqoob, 2015). Additionally, Kakar and Pathan (2017) conducted a study in English as a Foreign Language (EFL) context and found that the learners in Pakistan failed to acquire the required competency in English language. Through research studies, some of the major reasons of this incompetency in English language were lack of knowledge regarding teaching strategies (Dilshad, 2016), grammar utilization and controlled practice (Rahman, 2001), inappropriate classroom resources and management (Zareen, 2000), teaching training and workshop facilities (Ahmad, Nawaz & Munir, 2013). To find this research gap, the present study aims at to investigate motivation for learning English language among undergraduate students in English as a Second Language (ESL) context.

Background

Motivation was recognized as a major element in affecting the progress of Second Language Learning (SLL). It is understood that motivation plays key role in learning the Second Language (L2) while comparing with other factors that involved in acquiring Second Language (L2). A number of psychologists and researchers defined motivation in different ways. Williams and Burden (1997) explained motivation an emotional and cognitive recognition, which guides to making intentional decision that promotes constant physical mental effort. Likewise, Dörnyei (2001) stated that the complex notion of motivation reclines in its efforts to elaborate behavioral actions that cannot be elaborated by a single approach. The problem as stated by Dörnyei (1996) is not the deficiency of approaches to elucidate motivation but the plethora of approaches and models. Additionally, Pourhosein Gilakjani, Leong, and Saburi (2012) stated that to accomplish any act or objective the willingness of an individual to achieve the goal along with strong desire is very important. Motivation supports and offers a proper path for learners in Language Learning (LL). It is difficult for apprentices to realize successful learning without aiming to learn.

Nowadays, in Pakistan English has caught the position as a requisite subject at all stratum of Education specifically at college and university levels and is a medium of instruction at higher level (Pathan, 2009; Mansoor, 2005; Malik, 1998). Students at this level cannot survive without standardized level of proficiency in English language. Unlikely, it has been observed that greater number of the students do not possess English language skills necessary at higher level of education (Pathan, 2011). Higher Education Commission (2003) took drastic step to overcome this problem and introduced English Language Teaching Reforms Project (ELTR) and brought major reforms in English Language Teaching (ELT) to bring uniformity in classrooms. ELTR further structured a National Committee on English (NCE) which was additionally categorized into 6 sub committees i.e., formation of training faculty, assessment, and evaluation. Besides, British Council and English language teachers

in Pakistan are also effectively performing influential role to bring change in ELT environment (Mansoor, 2005; Mahboob, 2004; Rahman, 2003).

Literature Review

Motivation is defined as an individual's direction to act or stimulus which enforces a person repeating specific behaviors or actions. Moreover, Elliot and Covington (2001) explained that motivation contributes to the major causes for people's actions, wishes, and needs.

Integrative Motivation (IngM) and Instrumental Motivation (InsM)

Gardner and Lambert in 1959 (Pourhosein Gilakjani, Leong & Saburi, 2012) defined IngM in terms of self-development and civilizing embellishment in the context of LL. They said that apprentice wants to acquire a dialect to join the TL community with success. They also mentioned that InsM derives from a desire for practical or external reasons to know the L2. These incorporate the accomplishment of goals, practical learning objectives like completing tests and financial incentives. The importance of InsM and InteM confide on circumstances whether LL is functioning as a SL or FL. In Pakistani context English language is proceeding in Second Language (SL) context.

Intrinsic (IntM) and Extrinsic Motivation (ExM)

Dörnyei (1998) explained both types of IntM, and ExM. IntrM is a kind of motivation which engages an individual in an activity because it is fun to do that activity. EM refers to acts carried through to fulfill certain influential goals e.g., winning an award or avoiding retribution. Brown (2000) discussed the linkage between two types of motivation. As ExM can convert into the IntM if the other person ought to the L2 apprentice to acquire the L2 for integrative objectives whereas, ExM can convert into the instrumental motivation if an extraneous force propels the SLL to learn the SL. Intrinsic and extrinsic motivation is important for L2-related integrative and instrumental language learning motivation (Brown, 2000).

Theories of Motivation

Gardner's Approach of Motivation (Psychological Approach)

Gardner's approach of motivation has thought to be effective in SLL for decades. This ideology suggests that motivation is comprised of 3 components: effort (the attempt to acquire language), aspiration (the inclination to attain a goal) and productive impact (the enjoyment of language learning LL tasks). The current work was focused on the improved socio-educational model of Gardner (cited in Lai, 2013) According to this model the motivation of individuals to acquire L2 is associated to 3 essential variables i.e., Integrative-ness, instrumentality, and attitudes in different situations while learning. Gardner (cited in Lai, 2013) discussed that the integrable variable in this model cite to the effective behavior of the learner towards the L2 community and to the readiness to obtain the traits of the target linguistic group. However, instrumental motivation includes the practical approaches such as jobs, promotion, higher education abroad (Razzak et al., 2019). Attitudes regarding learning situation can include factors like teaching by teachers, directions, curriculum, lesson plans, and methods of assessment. All three structures interact strongly with each other. The current study explores how the three constructs affect the motivation among undergraduate students to learn ESL.

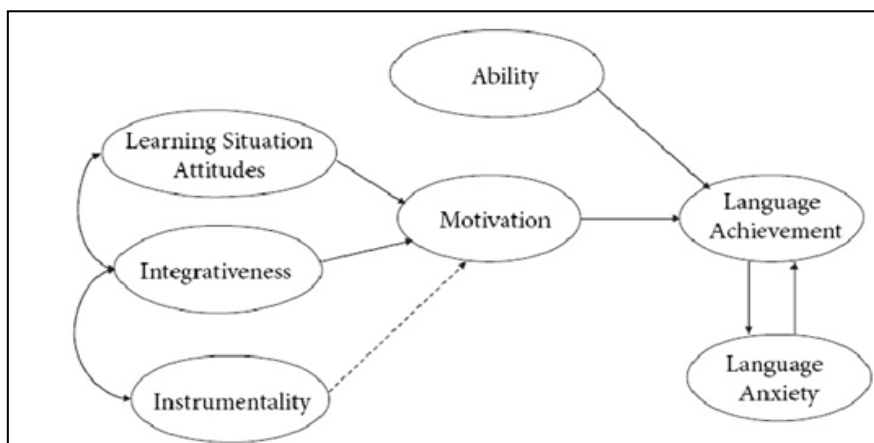


Figure 1: Gardner's socio-educational model (cited in Lai, 2013)

Self-determination Theory

Deci and Ryan's (1985) theory and its pervasive effect on IntrM / EM and self-determination in traditional psychology, many efforts were taken in L2 research to integrate hardly any theory's items were related with L2 motivation comprehensively. Douglas Brown (1981, 1990, & 1994) was the main speaker of the L2 classroom stressing the importance of intrinsic motivation. He argued that conventional settings of schools foster extrinsic incentives that, in the long run, "orient students too heavily on the substantial or financial benefits of an education, on behalf of imagination and to follow some of the most important awareness and discovery drives" (Brown, 1994). By contrast, an intrinsically focused school will start transforming itself into a more productive setting.

Another aspect of the self-determination theory adjusted to the L2 context was the emphasis on promoting the freedom of learners in L2 classrooms to enhance the motivation of learners. Few researchers also provided proof that L2 motivation and learner self-determination lie side by side, which means that increased motivation depends on the learners' capability of taking responsibility for self-learning (Benson & Voller, 1997; Dickinson, 1995; Ehrman & Dörnyei, 1998; Ushioda, 1996b). They also consider that the successes or failures of learning could possibly because of their own actions and methods rather than outsider influential factors (Dickinson, 1995). These self-regulatory conditions include attributes of learners' autonomy. Same as Ushioda (1996b) endorsed and duplicated the term for the independent LL by defining motivated learners.

Furthermore, the theory of self-determination explores the natural desires or intrinsic processes of learners which form the action towards the variable success, considered as a sturdy and vigorous reason for achieving an objective. The larger image reveals that this approach discriminates three motivation-related points in an order of a continuum: quantity, EM and IntrM (Deci, Vallerand, Pelletier & Ryan, 1991) (see Figure 2, Page 5). Motivation is due to the actions of a LL not focusing on the constitution of affiliation between their learning and the outcome from that learning to be obtained. The reason of EM comes solely from outside sources including incentives or menaces.

Williams and Burden's (1997) Extended Framework

To summarize all elements which are responsible for motivation which are applicable to L2 instructions were suggested by Williams and Burden (1997) as the component of psychology, pedagogue and teaching languages. They defined that Motivation can be interpreted the cognitive state of emotional enthusiasm that supports to the continuous decision of intellectual or physical commitment to focus that has been mastery must be put before.

Table 1 *Williams and Burden's (1997) motivational framework in language learning*

Internal factors	External factors
Intrinsic interest of activity	
Arousal of curiosity	
Optimal degree of challenge	Significant others
Perceived value of activity	Parents
Personal relevance	Teachers
Anticipated value of outcomes	Peers
Sense of agency	The nature of interaction with
Locus of causality	significant others
Locus of control RE process and outcomes	Medicated learning experiences
Ability to see appropriate goals	The nature and amount of feedback
Mastery	Rewards
Feelings of competence	The nature and amount of appropriate
Awareness of developing skills and mastery in	praise
chosen area	Punishments, sanctions
Self-efficacy	The learning environment
Self-concept	Comfort
Realistic awareness of personal	Resources
Strengths and weakness in skills required	Time of day, week, year
Personal definitions and judgments of success	Size of class and school,
Self-worth concern learned helplessness	Class and school ethos
Attitude language learning in general	The broader context
To the target language	Wider family networks
To the target language community and culture	The local education system
Other affective states	Conflicting interests
Confidence	Cultural norms
Anxiety, fear	Societal expectations and attitudes
Developmental age and stage	
Gender	

Tremblay and Gardner

Tremblay and Gardner (1995) expanded Gardner's model of L2 motivation by introducing some novice concepts from expectancy-value and aim approaches. Figure 2 given below displays their modified model, which clearly suggests about linguistic attitudes, motivational behaviors, attainment order.

The incorporation of innovative variables presented by Tremblay and Gardner which did not affect the integrity of Gardner's model of L2 learning, between attitude and behavior were goals eminence, valence, and self-efficacy (Schumann, 1998).

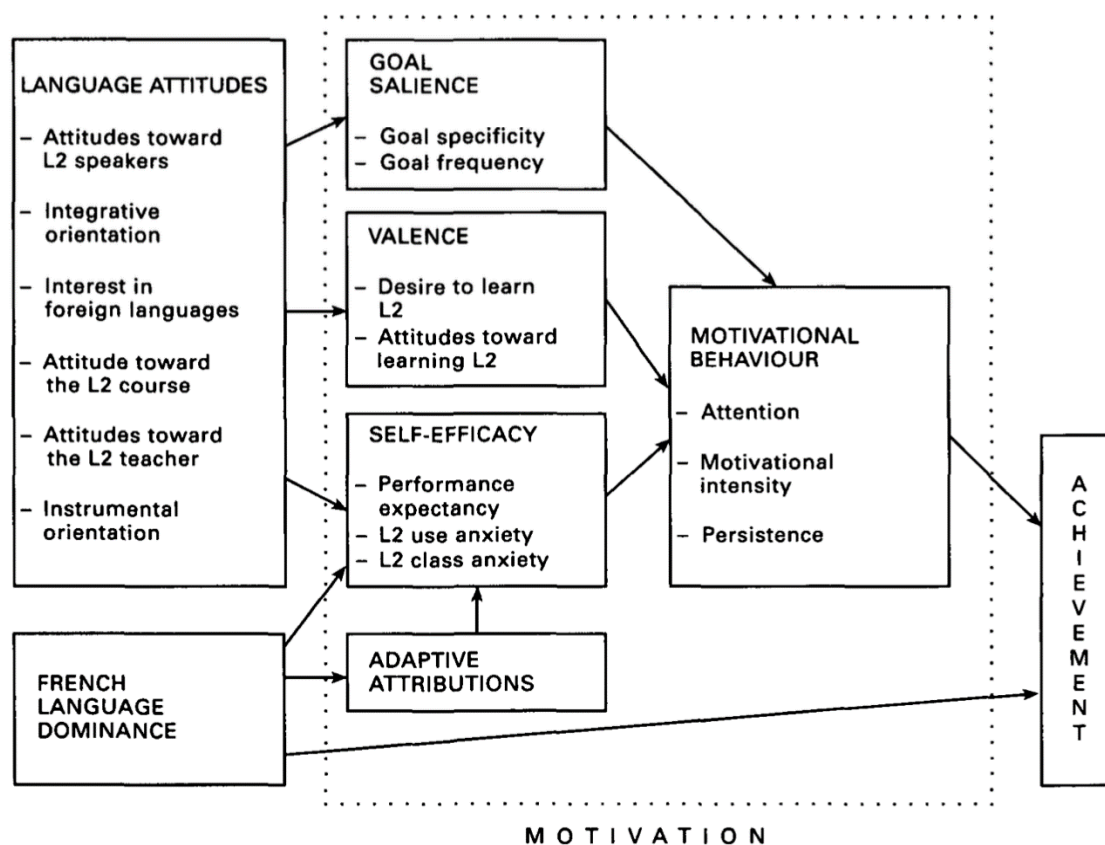


Figure 2: Tremblay and Gardner's (1995) L2 motivation model

In this study theoretical framework is built on Gardner's' motivation theory and self-determination theory.

Related Past Studies

Lucas (2010) in his study discussed that apprentices are motivated intrinsically in developing speaking and reading skills through knowledge and achievement. In addition, Dital (2012) explored that the high motivation among students and showed positive attitude towards ELL. Learners were identified with both InsM and IngM. Chang (2010) researched that group in a class influenced the motivation of the learners and they felt comfortable with them. On the other hand, the classmates were de-motivated by the inattentive learners.

Pathan et. al. (2010) examined the L2 motivational factors under two major categories i.e., Integrative/Instrumental orientations among the tertiary level students in Pakistani public sector and results were generated to identify whether students are motivated instrumentally or integrative while ELL. The quantitative analysis showed both types of motivation among students. The students were instrumentally motivated in ELL because they had to have advance career, good status, and superior job. Besides, the students were interested to link with the educated community who have good speaking skills in Pakistan, who were used to visit abroad or form a different class or status in Pakistan. Motivational factors identified as a data analysis were unfriendly ELL environment and inappropriate way of teaching EL.

Similarly, Othman, Manap, Ramli and Kassim (2018) investigated the InsM and ExM between the multidisciplinary postgraduate Afghan students in EFL context. As a result of analysis of questionnaire, it was concluded that Afghan postgrads rely more on extrinsic

motivation as compare to intrinsic motivation in learning English language. Teaching styles and activities were found as the major motivational factors in learning English.

Moreover, Othman et al. (2018) investigated the IngM and ExM in EFL context among the postgraduate multidisciplinary students of Afghanistan. 31 students responded to the questionnaire. The findings disclosed that commonly the students were extrinsically motivated rather than intrinsic in learning English Language. There was no difference found among the motivational level of male and female students. The teaching technique and activities were identified as considerable motivational factors in ELL. They shared that they are not sure after knowing English they would become a better person. According to Pourhosein Gilakjani, Leong, and Saburi (2012), the achievement of set goal or objective is based upon the magnitude to which a person reattempts or repeat action, along with his or her willingness to do so. Commonly, individuals define this psychological element i.e., motivation as an impulse, stimulus or act that causes action. It is a kind of abstract strength that generates, enhance, or stimulates action. Motivation plays vital role and considers to be a vital element in specifying the readiness of students' communication.

Likewise, Memon, Pathan, and Thaheem (2019) considered two key factors i.e., motivation and attitude to observe the influence and the rate of t success or failure in LL. The relationship of motivation and attitude among intermediate students was analyzed through quantitative analysis. Positive relationship was found towards language learning as a result. It has been concluded that all learners with optimistic attitudes appear to be more intrinsically motivated.

Objectives

1. To identify the impact of different types of motivation (Instrumental / Integrative/Intrinsic/ Extrinsic) on ESL learners in bachelor program.
2. To identify that how different types of motivation enhance ESL learners of bachelor program according to their level and years.
3. To explore the importance of ESL among learners at Bachelor program in Public Universities.

Research Questions

- Q.1 What is the impact of different types of motivation (instrumental / integrative /intrinsic/ extrinsic) on ESL learners in bachelor program?
- Q.2 How do different types of motivation enhance ESL learners of bachelor program according to their level of year in bachelor program?
- Q.3 Why do you think it is important to learn English language at bachelor program in Public Universities?

Research hypothesis

H01: There is no significant difference between the mean scores of male and female students in types of motivation (instrumental / integrative /intrinsic/ extrinsic) in bachelor program.

- a) H01 a: There is no significant difference between instrumental motivations in learning ESL among different socioeconomic groups

- b) H01b: There is no significant difference between intrinsic motivations in learning ESL among different socioeconomic groups
- c) H01c: There is no significant difference between extrinsic motivations in learning ESL among different socioeconomic groups

H02: There is no significant difference between the mean scores of first year and 2nd year students in terms of motivation in bachelor program.

H03: There is no significant difference between learners in the importance of English language at bachelor program in Public Universities?

Research Methodology

This study has utilized the sequential-explanatory mixed-method design to investigate the divergent categories of motivation i.e., integrative, instrumental, intrinsic, and extrinsic among undergraduate English language learning ELL at public sector universities. Descriptive survey design was utilized in collecting the data from the students at public University in Karachi. Stratified random sampling technique was employed for this study. In present study the population is divided into two division according to level of students' i.e., 1st and 2nd year's students of BBA who are learning English as a compulsory subject. The data was collected through sending google forms to the participants. A close-ended questionnaire was used as a research tool to gather data for the research study. According to Creswell (2014), closed questions are quickly compiled and go straight to the code, and do not unnecessarily discriminate based on how clearly respondents express themselves (Arif et al., 2020). The modified 21-item questionnaire based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was adopted for present research. The five-point Likert scale ordering from used "Strongly agree" (SA), "Agree" (A), Neutral (N) "Disagree" (D) to "Strongly Disagree" (SD) was designed as it is the widely used technique for descriptive survey researchers (Boone & Boone, 2012; Joshi, Kale, Chandel & Pal, 2015). The questionnaire was comprised of two parts. Part-1 was based on demography of participants and Part-2 was based on 21 close-ended questions. Last 22nd question was designed to collect qualitative responses of the participants.

Data Collection and Analysis Procedure

The data was collected through google forms website and social media platform i.e., WhatsApp to get the responses from the specific target group. The data was analyzed quantitatively, and descriptive statistical analysis was used along with t-test and ANOVA. ANOVA is a statistical approach to test the developed hypotheses and to see the difference between two means (Ary et al, 2006). Additionally, Independent-sample t-test or unrelated t-test and Paired-sample t-test is employed to match the means of the identical group of people at two different situations (Brace et al, 2003; Pallant, 2005). The data was analyzed by using SPSS 23.0 data file. The tabular and graphical forms were utilized to present the analyzed data. However, for the data presentation of demographic part of respondents, pie charts were used.

Procedure

A questionnaire was randomly presented to the BBA students at a public university of Karachi and a total of 96 undergraduate students participated through filling google forms. These participants have English as a major discipline in the initial two years of graduation. Gardner's Attitudes/Motivation Test Battery (AMTB). The five-point Likert scale adopted

questionnaire used in the present. These 21 items were further collocated into 6 groups with each consisting of 3-5 statements. The data was collected through google survey forms in the month of July 2020.

Table 2 *Types of Motivation and Questionnaire Sections*

No.	Section of Questionnaire	No. of Questions
1.0	Demographic Data	15
	Attitudinal Motivation	
5.0	Intrinsic motivation (self-confidence)	3
7.0	Intrinsic motivation (integrative orientation).	3
	Extrinsic motivation (Instrumental orientation)	3
8.0	Extrinsic motivation (Teacher and peer students)	3
2.0	Instrumental Motivation	4
3.0	Integrative Motivation	5

Results and Discussion

Demographics

Gender of Respondents

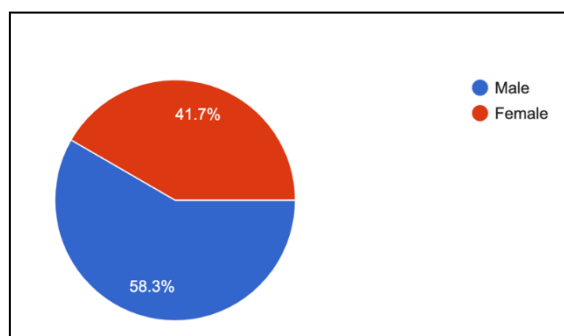


Figure: *Gender of Respondents*

The Figure- 3: Reveals the percentage of the gender respondents. The male respondents are (n= 56) with 58.3 %, while female respondents are (n=40) with 41.7%.

Age Groups of Respondents

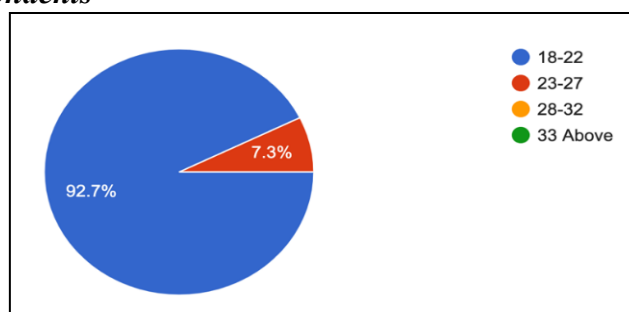


Figure 3: *Age Groups of Respondents*

The Figure -4: Indicates the age group of the respondents. The majority of respondents age groups ((n=89) are (18-22 years) with 92.7%, whereas age group of (23-27 years) are (n=7) with 7.3%. While there were no respondents falls between the age groups (28-32) and 33 or above age groups.

Study years of Respondents

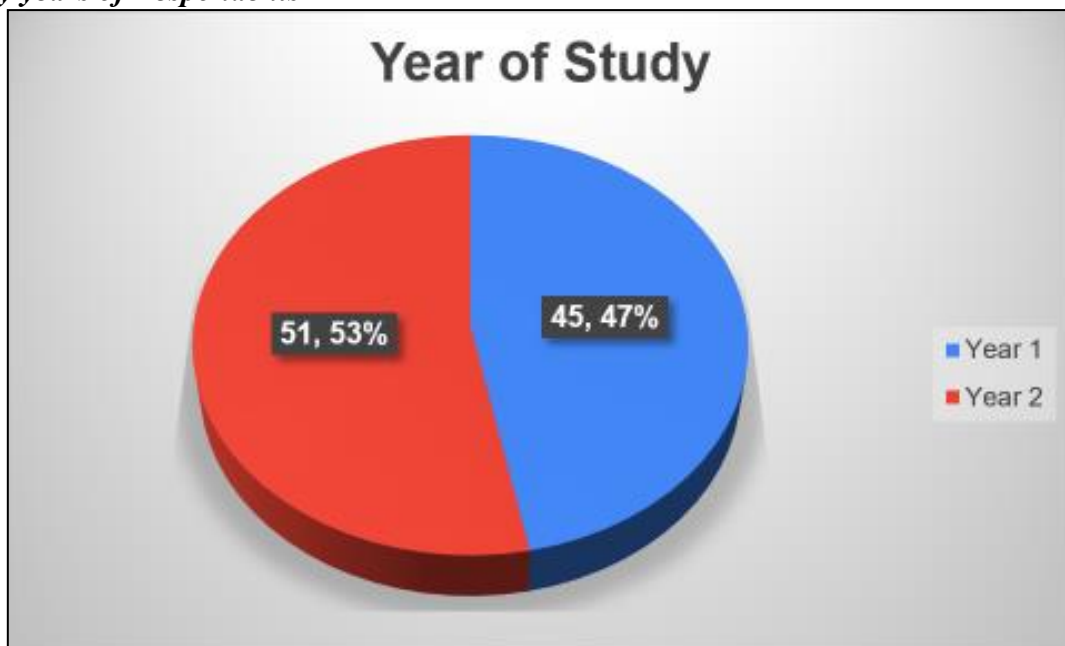


Figure 4: Study years of Respondents

Figure 5 indicates the study years of the respondents. There were total respondents of the study are (n- 96) out of which (n=45) with 47 % belonged with 1- years. While (n=51) respondents with 53% were belonged to second year of undergraduate level.

Socio-economic Group Division of Respondents

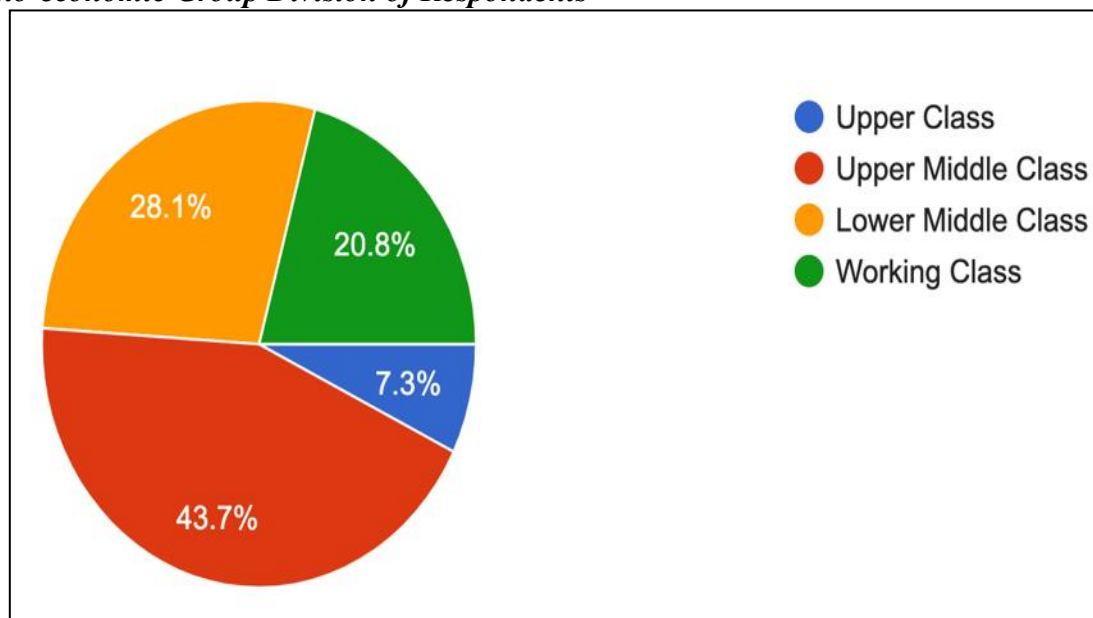


Figure 5 : Socio-economic Group Division of Respondents

Figure 6 shows the status of 96 respondents are divided within different socio-economic groups. The (n- 27) with (28.1%) students were belonged from lower middle class. Whereas (n=42) with (43.7%), belonged to upper middle group students. While (n=20) with (20.8%) were belonged from working class students and the respondents (n=7) with (7.3 %) were belonged from upper class group. The result of the figure-6 indicates that majority of the respondents that belonged from upper middle group students are (n=42) with (43.7%).

Analysis of Questionnaire

Table 3 *Quantitative results breakdown for all the items in the questionnaire (N=96)*

Attitudinal Motivation	Codes	SA	A	N	DASD
Intrinsic motivation (self-confidence)					
When I speak English, I do not mind making mistakes.	INT_1	12%	44%	17 %	18 % 10 %
When someone speaks to me in English, I tend to be nervous.	INT_2	18%	30%	24 %	19 % 9%
Knowing English helps me become a better person.	INT_3	18%	34%	20 %	15 % 14 %
Intrinsic motivation (integrative orientation).					
I study English because I like it.	INT_4	33%	43%	8%	7% 8%
If I could not go to English class, I would learn English by myself.	INT_5	20%	35%	21 %	17 % 7%
Learning English is easy.	INT_6	21%	42%	20 %	10 % 7%
Extrinsic motivation (Instrumental orientation)					
English is essential for personal development.	EXT_1	26%	33%	23 %	9% 8%
Others will have a better opinion of me if I speak English.	EXT_2	26%	28%	27 %	8% 10 %
Knowing English gives me a feeling of success.	EXT_3	22%	37%	24 %	9% 8%
Extrinsic motivation (Teacher and peer students)					
In an English class, the teacher's personality is important.	EXT_4	38%	30%	10 %	14 % 8%
In an English class, the teacher's method (way of teaching, the activities) is important	EXT_5	59%	25%	1%	4% 10 %
In an English class, the group is important.	EXT_6	27%	45%	16 %	5% 7%
Instrumental Motivation					
Knowing English will be helpful for my career.	INS_1	51%	24%	14 %	1% 10 %
English will broaden my future options.	INS_2	39%	24%	19 %	5% 14 %
I need to know English for academic purposes	INS_3	35%	32%	13 %	9% 10 %
I learn English for practical purposes (e.g., get a job).	INS_4	22%	37%	25 %	9% 7%
Integrative Motivation					
English helps/will help me meet foreigners.	ING_1	52%	29%	7%	2% 9%
English helps/will help me learn about other cultures, values and thoughts.	ING_2	30%	40%	20 %	9% 7%
English helps/will help me in my travels overseas.	ING_3	38%	44%	12 %	0% 7%
I learn English to know more about the world.	ING_4	24%	38%	20 %	10 % 8%
I learn English to communicate with others.	ING_5	29%	46%	13 %	4% 8%

Table 4 Mean of the motivation types according to Likert Scale in the Questionnaire (N=96)

Codes	SA	A	N	DA	SD
INT_1					
INT_2	16%	36%	20%	17%	11%
INT_3					
INT_4					
INT_5	25%	40%	49%	11%	7%
INT_6					
EXT_1					
EXT_2	25%	32%	25%	9%	9%
EXT_3					
EXT_4					
EXT_5	41%	33%	9%	7%	8%
EXT_6					
INS_1					
INS_2					
INS_3	37%	27%	18%	6%	10%
INS_4					
ING_1					
ING_2					
ING_3	34%	39%	14%	5%	8%
ING_4					
ING_5					

Table 4 explains the mean of the types of the motivation identified among participants. In terms of Intrinsic motivation (self-confidence) mean of participants responses was 36% which agree to have self-confidence whereas mean of the participants regarding Intrinsic, motivation (integrative orientation) was found neutral i.e., 49%. The brief meaning of Integrative orientation is that the learner is ensuing a SL for social and cultural aspects and for this reason, a learner could be motivated by a higher or a lower level of motivation. As a result, in this study majority of participant's shared neutral response while 40 % of learners were agree upon their desire to learn SL for social and cultural purpose. In the part extrinsic motivation (Instrumental orientation) the term instrumental orientation means the capability of an individual or group to focus on accredited tasks or goals and the factual or real advantages of accomplishing those tasks such as increased in pay, career advancement etc. Their interpersonal relationships involved in accomplishing the tasks or goals. 32% of the learners agree upon this type of motivation. Which means their objective is to achieve such as financial benefits. Moreover, 33% learners agree upon the extrinsic motivation (teacher and peer students), which determines that teacher students' relationship is an external motivational source which help them to pursue in such domain and learning SL. Overall results show that higher level of extrinsic motivation was present among learners which is similar to the results of research study of Hashwani (2008) and Othman, Manap, Ramli, and Kassim (2018). The findings of their study depicted a higher degree of extrinsic motivation is linked to the student's language learning outcomes and future accomplishment as compared to the intrinsic motivation.

Table 5 Independent sample t-test for motivational differences among male and female students (N=96)

Gender		N	Mean	Std. Deviation	Std. Error Mean					
INT_M	Male	56	2.5387	.89329	.11937					
	Female	40	2.5583	.50149	.07929					
EXT_M	Male	56	2.3095	1.03154	.13784					
	Female	40	2.2167	.81580	.12899					
INS_M	Male	56	2.3259	1.08389	.14484					
	Female	40	2.1313	.92851	.14681					
ING_M	Male	56	2.1714	1.06953	.14292					
	Female	40	2.1450	.89212	.14106					
Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
INT_M	Equal variances assumed	10.320	.002	-.126	94	.900	-.01964	.15647	-.33031	.29103
	variances not assumed			-.137	89.634	.891	-.01964	.14331	-.30436	.26508
EXT_M	Equal variances assumed	3.077	.083	.473	94	.637	.09286	.19626	-.29681	.48253
	variances not assumed			.492	92.966	.624	.09286	.18878	-.28203	.46775
INS_M	Equal variances assumed	1.720	.193	.920	94	.360	.19464	.21164	-.22556	.61485
	variances not assumed			.944	90.842	.348	.19464	.20623	-.21502	.60431
ING_M	Equal variances assumed	1.564	.214	.128	94	.899	.02643	.20697	-.38451	.43737
	variances not assumed			.132	91.671	.896	.02643	.20081	-.37241	.42527

Note: INT – Intrinsic Motivation, EXT – Extrinsic Motivation, INS – Instrumental Motivation, ING – Integrative Motivation

Additionally, in terms of Instrumental Motivation mean of the respondents' responses was identified in strongly agree part i.e. 37% and learners preferred external rewards such as job opportunities, future possibilities, admission in high ranked and credible universities etc. lastly, regarding Integrative motivation mean of the respondents' responses in agree part was 39% which shows that learners have positive attitude towards SL because they are willing to

adapt and integrate into new target culture through new target language. In conclusion higher levels of integrative and instrumental motivation were found among ESL learners. These findings were like the findings of the study conducted by Jowkar, Motlagh, & Mirshamsi (2017). Rehman, Sheikh, Bilal, Bibi, and Nawaz (2014) in the context of Pakistan identified that students are highly instrumentally motivated in ELL.

Mean differences among male and female students have been highlighted in the table above (See table 5). Independent t-test was run on SPSS to analyze the mean differences among both the genders. Demographics figures show that the sample consisted of (58%) of males' students and (42%) of females' students. The results indicated no significant differences between the mean scores of males and females' students for different types of motivation i.e., intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative motivation. Hence, we accept the null hypothesis (H01) and reject the alternate hypothesis (H1). This result was contradictory to the findings of Hashwani (2008). Her research study emphasized that females have marginally a higher degree of positive attitudes and motivation as compare to the males. Likewise, Dilshad, Nausheen, Ahmed (2019) also identified the significant difference among male and female learners regarding motivation. In contrast, Othman et. al (2018) in their research study in Afghan context revealed that English is being taught as a FL. No difference was found between the male and female postgraduate students while examining the extrinsic and intrinsic motivations.

Table 6 Independent Sample t-test for motivational differences among first- and second-year students (N=96)

	Year	N	Mean	Std. Deviation	Std. Error Mean
INT_M	1st year	45	2.5148	.81713	.12181
	2nd year	51	2.5752	.69627	.09750
EXT_M	1st year	45	2.2741	1.04153	.15526
	2nd year	51	2.2680	.85964	.12037
INS_M	1st year	45	2.1722	1.07901	.16085
	2nd year	51	2.3088	.97415	.13641
ING_M	1st year	45	2.1156	1.10986	.16545
	2nd year	51	2.2000	.88994	.12462

Levene's Test for
Equality of
Variances

t-test for Equality of Means

F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
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									Lower	Upper
INT_M	Equal variances assumed	.007	.936	-.391	94	.697	-.06035	.15447	-.36705	.24635
	Equal variances not assumed			-.38787	0.010	.700	-.06035	.15602	-.37046	.24977
EXT_M	Equal variances assumed	1.400	.240	.031	94	.975	.00610	.19412	-.37933	.39153
	Equal variances not assumed			.031	85.582	.975	.00610	.19646	-.38448	.39668
INS_M	Equal variances assumed	.028	.867	-.652	94	.516	-.13660	.20955	-.55267	.27946
	Equal variances not assumed			-.64889	0.369	.519	-.13660	.21090	-.55564	.28243
ING_M	Equal variances assumed	1.092	.299	-.413	94	.680	-.08444	.20431	-.49010	.32121
	Equal variances not assumed			-.40884	0.229	.685	-.08444	.20713	-.49633	.32744

Note: INT – Intrinsic Motivation, EXT – Extrinsic Motivation, INS – Instrumental Motivation, ING – Integrative Motivation

Table 6 shows the mean differences among the students of first and second years with respect to four different kinds of motivation: Intrinsic, extrinsic, instrumental, and integrative motivation. Demographic information reveals that 47% of the sample were enrolled in first year and 53% were enrolled in second year. The results indicate that there were no significant differences were found among the mean scores of first year and second-year students with respect types of motivation. The result revealed that the null hypothesis (H0) is accepted, whereas the alternate hypothesis (H2) is rejected. The findings of Pathan, Shahriar and Mari (2010). They found that there was no significant difference in motivation change between the first year and second years learners. The results of the present study contradict with the findings of the study of Shahriar, Muhammad and Ali (2015). They found that the motivation and attitude towards ELL of the Part-two learners was greater than that of Part-one learners.

Table 7 One-way ANOVA for motivational differences among different socioeconomic groups (N=96)

		Sum of Squares	Df	Mean Square	F	Sig.
INT_M	Between Groups	6.343	3	2.114	4.107	.009
	Within Groups	47.363	92	.515		
	Total	53.706	95			
EXT_M	Between Groups	3.784	3	1.261	1.435	.238
	Within Groups	80.896	92	.879		
	Total	84.681	95			
INS_M	Between Groups	8.146	3	2.715	2.746	.047
	Within Groups	90.976	92	.989		
	Total	99.122	95			
ING_M	Between Groups	6.891	3	2.297	2.427	.071
	Within Groups	87.079	92	.947		
	Total	93.970	95			

Note: INT – Intrinsic Motivation, EXT – Extrinsic Motivation, INS – Instrumental Motivation, ING – Integrative Motivation

Mean differences among different socio-economic groups with types of motivation is revealed above in table no. 7. ANOVA was run on SPSS to test whether there are any significant differences among means of 4 different types of socio-economic groups: upper class, upper middle class, lower middle class and working class.

Each type of motivation is depicted (see table- 3) with comparisons among different socio-economic groups in context of ESL, learning. The Significant differences can be seen among socio-economic groups with respect to Intrinsic Motivation ($F = 4.12$, $p < 0.05$). Result indicate that we accept the alternate hypothesis (H3) whereas the null hypothesis (H03) is rejected.

In learning ESL, no significant differences can be observed among socioeconomic groups with respect to Extrinsic Motivation. For this, we accept the null hypothesis (H04) and reject the alternate hypothesis (H4).

Instrumental Motivation significantly differs among four different socioeconomic groups in learning ESL ($F = 2.75$, $p < 0.05$). Therefore, we accept the alternate hypothesis (H5) and reject the null hypothesis (H05). For Integrative Motivation, no significant differences can be observed among different socioeconomic groups in learning ESL. Thus, we accept the null hypothesis (H06) and reject the alternate hypothesis (H6).

Overall, only intrinsic, and instrumental motivations have been depicted to significantly differ among different socioeconomic groups in learning ESL. This finding was like the findings of research study of Khansir, Jafarizadegan and Karampoor (2016) in EFL context and Ariani and Ghafournia (2016). Their study revealed that economical capital or status has a strong relationship between socio-economic status and motivation in ELL.

Qualitative Part

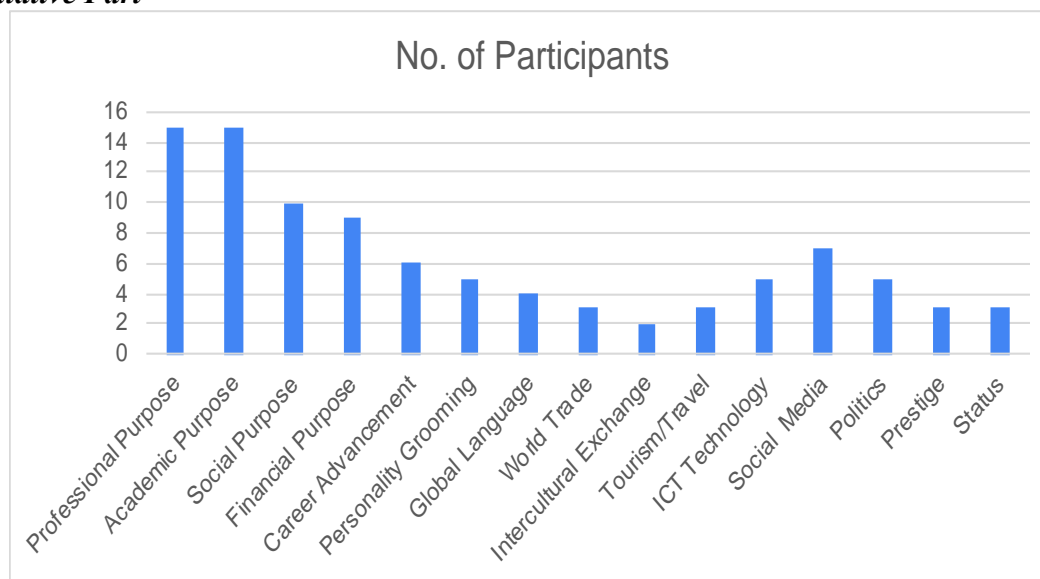


Figure 6: *Qualitative answers of the Questionnaire*

The qualitative part of the questionnaire validates the quantitative answers of the respondents. Majority of the participants shared that English is important because it brings professional, Academic and financial benefits. It provides greater job opportunities and career advancements for the individuals who have language competency. English language is a global language, has prestige and status and is considered as the language of internet and politics around the world. It also serves the social purposes. Due to its acceptability as an international language, it plays a vital role in cultural, religion and ideological exchange in the world. The population of the globe are sharing their norms and values with the help of global language. World trade and tourism is another important aspect to practice for making national economy strong. All such major domains are in process around the world due to the English language.

Conclusion and Recommendations

The result of the study revealed that pleasant and supportive atmosphere of classroom, administration of task in motivating way, salary, workload etc. Interestingly, the findings of the study showed that there is significant difference between male and female teachers' motivation. The male teachers are less motivated than female teachers. The result shows that the proper attention should be given to all types of motivation i.e., Instrumental, integrative, intrinsic, and extrinsic motivation. The four types of motivations were equally promoted among the ESL Learners at undergraduate level.

It is strongly recommended that teachers should enhance student's intrinsic and extrinsic motivation for English language learning (ELL). Teachers should also properly share students' feedback of each assessment to motivate them that they should overcome their weaknesses to improve their academic performance. Teachers should avoid personal criticism towards students in the classroom learning rather than encourage them positively. Personal criticism will demotivate students and it led them under the umbrella of inferiority complex. It is necessary that teachers should create a pleasant classroom environment for effective learning. They should adopt supportive and friendly relationship among students. This will help to create learning environment for both learners.

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