

Effect of Integrative Motivation on the Bachelor First Year Education Students' Attitudes towards Learning English Language at Campuses of Makawanpur District, Nepal

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Abstract: The main objective of this study was to investigate the effect of integrative motivation on the bachelor first year education students' attitudes towards learning English language. A cross-sectional survey design which consisted of a standardized questionnaire of five-point Likert scale question items was administered to the mass of students at three campuses of Makawanpur District, Nepal. The single-stage cluster sampling technique was used as a sampling design and the three campuses were selected out of five campuses through the simple random sampling. The sample size of the study consisted of 407 students who studied at the three selected campuses in the Academic Year 2016-2017. The collected data were statistically analyzed by using SPSS version 20. The researcher used median and mode calculations to examine the effect of integrative motivation on the students' attitudes toward learning English language and the Mann-Whitney U test to assess whether the boy students were integratively motivated more in learning English language than the girl students or not. It was concluded that the integrative motivation as an independent variable played a significant role to shape the students' attitude level as a dependent variable towards learning English language (Mean= 4 & Mode = 4). The Mann-Whitney U test showed that there was no statistically significant difference (two-tailed sig.= .763) between the groups of girls and boys on the attitude level towards learning English language.

Keywords: attitudes, language, learning, instrumental, integrative

1. Introduction

English is a leading foreign language enjoying a prestigious position in Nepal. It is neither a national nor an official language in Nepal, but it is the most widely taught foreign language at all stages of education system. Many Nepalese learners start learning English from their early stage at primary schools or even pre-schools. English has been taught as a compulsory subject at the Secondary level. It has been taught as a compulsory subject as well as an optional subject at the higher Secondary level and the bachelor level. Moreover, students at the master level in the faculties of humanities and education study English language and literature as a major subject of interest, yet the problem is that most of the students are far from attaining the desired level of proficiency either in comprehensive or productive skills or in both. Despite being exposed to English instruction for a long time at different levels, the reasons for the poor foreign language skills of students have long been a matter of discussion among educators and teachers. Although a huge amount of time and effort are spent on teaching and learning activities, most of the learners cannot go beyond the basics or they experience difficulty in developing their level of proficiency.

There are a lot of possible reasons for studying English language. Probably a major number of students in the world study it because it is in their curriculum. Some people have a strong desire to study English language because they think that knowledge of English offers chances for advancement in their professional lives. They think that they will get a better job if they know English language along with their mother tongue. Some people are motivated to learn English because it is an international language of communication, literature, science and technology.

2. Literature Review

Literature review embraces language attitudes, motivation and types of motivation.

2.1 Language Attitudes

Language attitudes are the feelings people have about their own language varieties or language varieties of others. Language attitudes are the attitudes which speakers of "different languages or language varieties have towards each other's languages or to their own language" (Richards & Schmidt, 2002, p. 297). Attitudes are crucial in language growth or decay, restoration or destruction. From a practical perspective, our language attitudes are important because they affect our behavior. From a theoretical perspective, language attitudes are important because they show how people connect particular aspects of language to social meanings.

Many studies on language attitudes have revealed that there is a strong relationship between attitude and achievement (Hough & Piper, 1982; Simpson & Oliver, 1990; Visser, 2008). Attitude is a vital factor that influences language performance (Fakeye, 2010; Visser, 2008).

Learners' attitudes, apart from opinions and beliefs, towards learning strongly affect their learning behaviors and consequently on their performance (Hohenthal, 2003; Kara, 2009). They mean to state that learners' attitudes towards learning strongly affect their learning behaviors. In the simple words, language attitudes may have an effect on second language or foreign

language learning. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity.

Plenty of research studies revealed students' positive attitudes towards learning English language. The research studies carried out by (Mohd Sallehudin, 1994) with 137 University Kebangsaan Malaysia English non-major undergraduates, (Kaharan, 2007) with 190 eighth grade students of a private primary school in Adana, Turkey, (Chalak & Kassaian, 2010) with 108 English translation major students at Islamic Azad University, Iran, (Yang, 2012) with 20 University Malaya Master students, (Al Mamun, Rahman, Rahman, & Hossain, 2012) with 79 randomly selected non-major English undergraduate students from Khulna University, Bangladesh, (Bobkina & Fernandez de, 2012) with 72 EFL engineering students at the Technical University in Madrid, (Chew, 2013) with 111 students at the University of Malaya, China and (Tahaine & Daana, 2013) with 184 Jordanian EFL female undergraduates depicted that students had positive attitudes towards learning English.

2.2 Motivation

Motivation is one of the most appealing, complex variables used to explain individual differences in language learning. Motivation is concerned with energy, direction, persistence and equifinality-all aspects of activation and intention (Ryan & Deci, 2000). Motivation is a stimulant for "achieving a specific target" (Johnstone, 1999, p. 146). Motivation is "a basic and essential part of learning" (Brewer & Burgess, 2005).

Motivation as an internal state that arouses directs and maintains behavior. Motivation as an internal process activates guides and maintains behavior over time. Students with higher levels of motivation will do better than students with lower levels (Gardner, 2006).

2.2.1 Types of motivation

There are two types of motivation "integrative and instrumental" (Gardner & Lambert, 1972, p. 316).

The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Integrative motivation can be regarded as learning a language because the learner wishes to identify himself with or "become integrated into the society of the target language" (Gardner, 1985, p. 203).

Gardner defines instrumental motivation as learning a language because of someone or less clearly perceived utility it might have for the learner.

Instrumental motivation can be taken as the motivation that engenders due to the promise of a touchable, salable prize.

The research study carried out by (Vaezi, 2008) with 79 students, 41 females and 38 males, studying either at their first or second year at Berjand University in Iran indicated that Iranian students had positive orientations and attitudes towards English, and they were more instrumentally than integratively motivated to learn English. (Bobkina & Fernandez de, 2012) with 81 male students enrolled in the department of Petroleum Engineering at HUST. Yemen provided strong evidence that Yemeni undergraduate students were highly instrumentally motivated. With 266 students from 10 different secondary and high schools in Education Service Area 4, Saraburi Province showed that their instrumental motivation to learn English was very high and it slightly outperformed their integrative motivation by 0.29. (Kitjaroonchai, 2012).

The research work carried out by (Rehman, Bilal, Sheikh, Bibi, & Nawaz, 2014) with 50 students from intermediate level (25 males and 25 females) were taken from a private college of Sargodha. From the result it can be concluded that the percentage of instrumentally motivated students is higher (i.e. 70%) than integratively motivated students (24%) so in the Pakistani context, students were highly instrumentally motivated in learning English language.

3. Objectives of the Study

The specific objectives of the study were:

- 3.1 To examine the effect of integrative motivation on the students' attitudes toward learning English language.
- 3.2 To assess whether the boy students were integratively motivated more in learning English language than the girl students or not.

4. Methodology

Methodology involves research design, population, sampling design, sample size, nature and sources of data, data collection technique, and processing and analysis of data.

4.1 Research Design

A cross-sectional survey design was used to carry out the study. The researcher collected the primary data from the questionnaire to investigate the effect of the integrative motivation on the bachelor first year education Students' attitudes towards learning English language from three campuses in Makawanpur District of Nepal. In this research design, the integrative motivation was regarded as an independent variable, whereas the attitude level of the students towards learning English language was taken as a dependent variable.

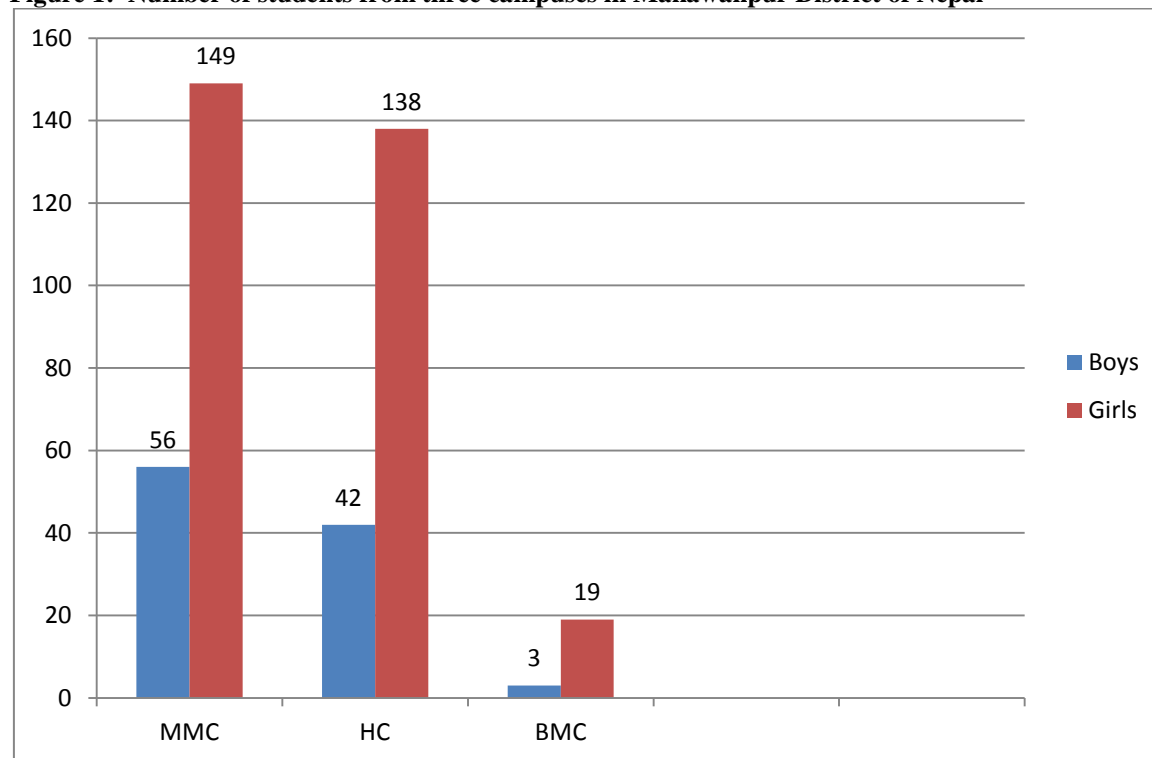
4.2 Population / Universe

The population of the study consisted of 442 bachelor first year education students studying at five campuses in Makawanpur District of Nepal in the Academic Year 2016-2017.

4.3. Sampling Design and Sample Size

The researcher followed the single-stage cluster sampling technique as a sampling design and selected the three campuses out of five campuses through the simple random sampling (lottery) and included in the study 407 (101 boys and 306 girls) students who studied at the three selected campuses as a sample. The campuses which were pre-existing groups worked as clusters in the study. There were 101 male and 306 female students aged between 17- 23 years. 58 respondents belonged to the age group 17-18 years, 320 respondents 19-21years and 29 respondents 22-23 years.

Figure 1: Number of students from three campuses in Makawanpur District of Nepal



(MMC: Makawanpur Multiple Campus, HC: Hetauda Campus & BMC: Banshgopal Multiple Campus)

4.4 Nature and Source of Data

The researcher employed ordinal scale data which is qualitative in nature. Students' attitudes towards English language was obtained through the use of five-point Likert scale question items with Strongly Agree (SA) =5, Agree (A) = 4, Undecided (UD) = 3, Disagree (D) =2 and Strongly Disagree (SD) = 1. The primary source of data was questionnaire. The secondary source of data included books, journal articles, web-sites etc.

4.5 Data Collection Technique

The modified survey questionnaire was adapted from Gardner's (1985) 'Attitude Motivation Test Battery' (AMTB). The underlying principle of selecting Gardner's AMTB is its established validity and reliability. There were ten statements or question items based on integrative motivation. The students were asked to provide their opinions on ten statements regarding their attitudes towards learning English language.

4.6 Processing and Analysis of Data

The researcher designed a series of Likert scale question items to measure motivational attitudes of students towards English language learning. Being the Likert scale data or ordinal data, it was appropriate to use mode and median to describe the scale. All the data were analyzed by using Statistical Package for Social Sciences (SPSS) 20 version. The researcher used the median and mode scores to examine the effect of the integrative motivation on students' attitudes towards learning English and the Mann-Whitney U test to assess whether the boy students were integratively motivated more in learning English language than the girl students or not.

5. Validity and Reliability of the Instruments

To measure the validity of the instruments, the researcher received opinions and judgments from subject experts and authorities. In this way, the validity of the instruments was maintained. The Cronbach's alpha' was used to check the reliability of the survey instruments. The reliability of the pilot study instrumental motivation questionnaire based on the attitudes of forty-four bachelor first year education students' attitudes towards learning English was .968 that was very highly reliable.

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5.2 Reliability of the instruments

The Cronbach's alpha' was used to check the reliability of the survey instruments. The internal consistency of the integrative motivation items was calculated to be 0.926 that highlighted the instruments to be highly reliable in measuring students' attitudes and motivation towards English language learning. A similar process was carried out to estimate the reliability coefficient for each of the sub-scales. The reliability of the pilot study questionnaire based on the attitudes of forty-four Bachelor first year education Students' attitudes towards learning English was found to be .967 that was very highly reliable.

6. Findings and discussion

The findings were interpreted based on the median, mode, percentage scores and the Mann-Whitney U test of motivational items.

Table 1: Median and mode of the integrative motivation items responded by 407 students

S.N	Integrative Motivation Items	Median	Mode	Attitude Level Based on Median
1.	Studying English enables you to understand English songs, commentary of the games, news, movies, recitation of poems, speeches etc.	4	4	Agree
2.	Studying English enables you to discuss interesting topics in English with the people from other national backgrounds.	4	4	Agree
3.	Studying English enables you to participate freely in academic, social, and professional activities among other cultural groups.	3	4	Undecided
4.	Studying English enables you to appreciate and evaluate English arts and literature.	4	4	Agree
5.	Studying English can be important to you because it will allow you to be more at ease with fellow English speaking people.	4	4	Agree
6.	Studying English is important to you because you can understand the cultures, values, norms and traditions of foreign countries.	4	4	Agree
7.	Studying English is important to you because it will help you to understand English stories, novels, poems and other literary as well as non-literary writings.	4	4	Agree
8.	Studying English helps you to be open-minded and friendly like native English speakers.	4	4	Agree
9.	Studying English enables you to transfer your knowledge to other people for giving directions to tourists, sharing new information etc.	3	4	undecided
10.	Studying English gives you satisfaction that you can write and speak in English well, while most of the people cannot do so.	2	2	Disagree
Result		4	4	Agree

The researcher used the five-point Likert scale question items having the value of Strongly Agree (SA) =5, Agree (A) = 4, Undecided (UD) = 3, Disagree (D) =2 and Strongly Disagree (SD) = 1. This table shows that median which is the value that occupies the middle point of a distribution is 4. It is the point that divides the distribution in half. Similarly, the mode which is the most frequently occurring value in a distribution is 4. Both median and mode values which were more than 3 reveal the situation that the students were affected by the integrative motivation for developing their attitudes towards learning English language.

Figure 2: Independent Samples Mann-Whitney U Test

Null Hypothesis	Test	Sig.	Decision
1. The distribution of integrative motivation is the same across categories of sex.	Independent Samples Mann-Whitney U Test	.763	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

This figure shows that the probability figure marked as Sig (2-tailed) in the table was .763 which was larger than 0.05. It implies that the groups of the boys and the girls had the similar attitude level towards learning English language. This test hints at the acceptance of the null hypothesis.

7. Conclusion

The median and mode showed that the integrative motivation played a prominent role in shaping the students' attitudes towards learning English language. The Mann-Whitney U test showed that there was no statistically significant difference between the groups of girls and boys on the attitude and preference level towards learning English language.

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