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### INTRINSIC AND EXTRINSIC MOTIVATION OF LEARNING ENGLISH AS A SUBJECT AT THE SECONDARY LEVEL

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#### **ABSTRACT**

Motivation is said to be the basis of all learning. Every effort is driven by the intentions of man. The study aims to explore secondary student's language learning motivational profiles with the purpose to study factors that influence the language learning process. The quantitative method is used in this research study. To assess motivational level a questionnaire was developed. It was constructed on Gardner's model of a second language motivational Test Battery called an Attitude Motivational Test Battery (AMTB). The questionnaire consisted of thirty items belonging to different motivational orientations and was filled by a sample of 160 students (80 girls and 80 boys) aged 14 years to 17. The sample of the study was taken from four schools in Rawalpindi City. Data received in the form of Questionnaires were analyzed with the help of SPSS statistical packages. Person Product Moment Correlation Coefficient was applied to investigate the relationship between Integrative motivation, instrumental motivation, and performance. An Independent sample t-test was used to examine the motivation level among secondary-level students, studying English as a compulsory subject. The result of the study reveals that the participant's motivational level was high. Statistics of data also reflect that there exist gender differences concerning motivation and academic performance in English. It was also found that secondary-level male students are more extrinsically motivated as compared to intrinsic motivation to learn English at this stage. Female students' motivational profile is slightly different from boys. Female students are more intrinsically motivated as compared to

extrinsic motivation to study English at the secondary level. Statistical data from the study also shows that female respondents are equally motivated by both internal as well as external factors.

## INTRODUCTION

The word 'motivation' has been used meaningfully and misused as given in the Education Programme. But in any case, it has been universally accepted as the most significant "tool" in the learning process. According to the Oxford English Dictionary on Historical Principles by Fowler and Caulson (1972), the meaning of the word "motivation" is that which motivates or induces a person to act in a certain way. It is a desire, a reason, an intent, drives, preferences, interests, causes, motives, etc. which influence a person's volition. It is also applied to a result that is desired in the form of achievements that one is likely to have. Motivation is defined by Morgan as the human behavior that is instigated by needs. One individual is often directed towards a goal that can satisfy these needs.

According to Saville-Toike (1998), motivation is a term that occurs in a discussion of second rather than first language learning. Since practically everybody succeeds in learning the first language, although, at slightly varying rates and notions of differing aptitude, so motivation seems to have no place in first language learning. Learning the mother tongue is a natural process. Nothing is gained by looking for evidence of motivation for learning together with a favorable attitude towards learning the language concerned. This concept suggests that motivation is important because it determines the extent to which the individual will actively involve himself in learning the language. Psychologists Luria and Vygotsky (1978) have suggested that it is through speech that a child learns to organize his perception and regulate his behavior and related activities. Gradually the external speech is internalized, so that the child's behavior is no longer simply a response to external stimuli but has come under the control of his thought processes (Saville-Toike, 1998).

In our country, English is learned as a second language. In government institutions, now English is introduced from class I so the students have learned English as a subject being the curriculum requirement. Different methods are adopted by the teachers for teaching English as a subject. Motivation is the prime factor in achieving the desired result of the concerned activity that one individual may proceed to initiate. The more powerful motivation one drive from inner currents, the more chances for better and optimized results and achievements are likely as for as the learning process is concerned (Haidar & Fang, 2019).

## Objectives of Study

The purpose of this study is to assess motivation, internal and external for studying English as a subject at the secondary level. The following objectives are set for this study work.

- To determine the motivational level towards English language learning as a subject.

- To find out the effectiveness of motivation, intrinsic and extrinsic for learning English as a subject.

### *Hypotheses*

In this research, it is presumed that students can learn English in a better way if they are intrinsically and extrinsically motivated. The following hypotheses are made for the present study:

- H<sub>01</sub> Motivation does not play a significant role in learning English as a subject at the secondary level.
- H<sub>02</sub> Girls are not intrinsically motivated in learning English as a subject at the secondary level.
- H<sub>03</sub> Boys are not extrinsically motivated in learning English as a subject at the secondary level.

### **REVIEW OF RELATED LITERATURE**

Arke and Garske (1982) put forward their view that every one of us has an intuitive sense of feelings that motivate us. It is difficult to prove and difficult to define it. For example, Kleinginna and Kleinginna (1981) have compiled 102 defining or important statements on motivation. Though some textbooks on the subject go to differ in their basic definitions of motivation, one can recognize attributes of motivation and can say that these have activating qualities.

Kapel (1991) maintains that to establish a source and cause for inspiration, it is necessary to demonstrate a need. Abraham Maslow's Hierarchy of Needs, which is based on human aspirations and how they motivate a person, is one theory involved in motivation. To go through this hierarchy, one must first complete the lowest levels of physiological wants. Physiological necessities such as water, food, rest, safety, and shelter are among these desires. The person is then driven to see how well these demands are met. The emotional needs of a person must also be met. Love, self-esteem, and self-actualization are some of the higher needs to strive for on the scale.

Franken (1994) puts forward motivation in another way, "the arousal, direction, and persistence of conduct" is an extra component in the definition. It is an internal state of mind or condition that arouses us to take a specific action and then drifts and drives us toward a specific goal. It also makes us keep interested and concentrate on certain activity or task till the last moment" according to Educational Psychology.

Mc Comb (1996) thinks that competence is a natural motivation that works to act on behavior and conduct. Competence is regarded as natural motivation for learning that is closely linked to self-efficacy. When we do things well, we feel good about ourselves. For some pupils, just passing a course isn't enough, they yearn to do more than others are satisfied with. Students who are competent and motivated in their studies are more likely to succeed.

Petri et al. (1996.) conducted the research mostly in the 1950s it was found that External cues can inspire behavior. Curiosity, exploratory drive, and the urge for stimulation were all terms used to characterize the motivating conditions that were induced by external stimuli (Petri; 1986). The drive was traditionally linked to the preservation of the organism's homeostatic balance that exists in the body. It is considered to be the basis of all motivational concepts. Homeostasis is a process in which the body's internal mechanism tries to maintain a certain degree of balance. According to this theory, motivation was found to remain in the absence of any need condition, and that results in learning. In other words, we can say that unmet need condition is important to energize motivation. Reinforcement can occur in learning when desire is not reduced.

Goucher (2000) finds that instructor excitement had an impact on students' intrinsic motivation. The instructor's excitement can be seen in how motivated the participants were following a brief talk. The tone of voice, hand movements, and facial expressions were among the modifications in the speech. Participants who listened to the more lively presentation were more likely to be interested. On the other hand, those who listened to the less passionate talk struggled to stay focused and hence less motivated. According to Patrick, "the results reveal that a lesson delivered in a high-energy dynamic manner indicative of excitement that leads to increased interest in the content. This also gives higher levels of energy and vigor to students".

Huitt (2001) states that. Many theories of motivation claim that classical and operant conditioning are key factors of motivation. According to classical conditioning, body reactions to stimuli activate and direct behavior. According to operant conditioning, the major determinants are consequences; the use of reinforcement acts as an incentive to enhance behavior, while the use of punishment provides incentives that cause behavior to decrease.

Woolfolk (2004) is of the view that the intensity level of motivation varies from individual to individual in students. Some students always have a higher level of desire or inner drive to succeed than others. They are often able to maintain this degree of drive till the achievement of the goal. Different theorists have created different techniques and methods to gauge the degree of motivation. Motivation is a broad and intricate term that encompasses a variety of perspectives. Some assumptions about motivation are based on animal study, while others are based on human research that includes games and puzzles.

## **RESEARCH METHODOLOGY**

### **The Socio-Educational Model**

Social psychologists emphasized an individual's social setting and social interactions for learning L2. The social psychological phase in L2 motivation developed in Canada's bilingual environment from 1959 to 1990. Gardner developed the socio-educational model in this period, while Clément and

others investigated the notion of linguistic self-confidence (Dörnyei & Ushioda, 2021).

The socio-educational paradigm, proposed by R.C. Gardner (1985), suggests that acquiring L2 cannot be explained purely by people's ability or capacity to learn many languages. He further claimed that Individual variations were important elements for L2 acquisition. Individual variations are also important for understanding how the L2 learning process operates. Cultural circumstances influence people's attitudes and willingness to learn a culturally different language. By focusing only on ability, theorists ignore the social, contextual, and pragmatic factors that motivate people to acquire new languages.

The original socio-educational model (1979) claimed that aptitude and motivation in learning are the two key characteristics that determine L2 success. Gardner's model, on the other hand, placed greater importance on motivation. Gardner was interested in how people acquired L2 even when their competency/aptitude appeared to be below average. This indicates that motivation played a larger role in arousing those individuals who acquire a second language. The model further explains why these motivating elements occurred in both the formal and informal venues where L2 learning occurs: the formal site (i.e. the educational context) and the informal site (i.e. the workplace) (i.e. the cultural context). Gardner argued that these two contexts play different roles in improving a learner's L2 performance. Educational context serves as a place for explicit instruction and corrections. Whereas the cultural context serves as a place for learners so that they can immerse themselves in the other culture without being strict to any rules or instructions. In both cases, the learners get a greater understanding and confidence, Social and cultural contexts that surround the L2 motivate students to study the language even more passionately. Linguistic and non-linguistic elements affect the development of L2\SL. Learners tend to achieve L2 competency and fluency because of language elements, whereas non-linguistic elements affect include changes in views toward the culture from which the L2 originates (Gardner, 2010).

The process of learning a second language begins in the social environment, where learners form first attitudes toward the culture that surrounds the L2. These are pre-conceived notions derived from their civilizations. Individuals' tactics for learning the L2 are influenced by their social environment. After understanding individual variations in L2 acquisition, it's important to evaluate the learning context because both are direct and indirect methods for boosting L2 performance. When learners have gained experience and understanding of the L2, they can achieve good outcomes in fluency, listening, and appreciation of other cultures (Gardner, 2010).

### **Revisions of the socio-cultural educational model**

The model has gone through several changes to understand the sub-processes that underpin each of the different components. Gardner proposed three sub-elements to describe the motivational factor in 1985: intensity, desire to learn,

and attitude toward learning. Gardner stated that if these three requirements are met, the learner would be able to employ motivation as a tool for L2 learning successfully. Dörnyei and other scholars, on the other hand, argue that one might have a "strong" desire to learn while having a different attitude about the learning process itself. Other theorists argue that attitude towards learning has a high ability as attitude is strongly linked to conduct. The model's schema was altered in 2010 on account of variability in the external elements. The word "social milieu" was replaced with "the external factors." More characteristics were added to the elements that influence L2\SL learning. They were represented in Gardner's Attitude Motivation Test Battery (Dörnyei & Ushioda, 2021).

### **Attitude Motivation Test Battery**

Gardner developed the Attitude Motivation Test Battery (AMTB) in 1985. It includes four primary components and their sub-units that predict L2 learning performance. Participants are asked to mark their score on a range of 1 to 7 (i.e., least likely to most probable) and a 5-level Likert Scale (i.e. strongly disagree to strongly agree). Different statements relate to different variables (or key factors). The scores from those sets are totaled together to assess how much that variable influences the participants' language acquisition. AMTB has evolved through time. Gardner added four more characteristics of AMTB in his study of the Socio-educational Model: (1) Integrativeness, (2) attitude toward the learning environment, (3) motivation, and (4) language anxiety. Other AMTB factors, such as instrumental orientation and parental encouragement can be utilized when the need arises (Gardner, 2004).

#### ***Integrativeness***

The Integrativeness variable is an important element of Gardner's AMTB. It is also known as integrative motivation. This variable reflects the cultural context of L2 learning. It attempts to quantify a learner's openness to a culture that has been utilized in the second language learning process. The AMTB evaluates this variable by taking into account the learner's overall interest in foreign languages. It also takes into account the individual's integrative orientation as well as the social and cultural motives for learning the L2

#### ***Attitude toward learning situation***

This variable includes the learning environment, education setting, instructor, learning process, and course content. Unlike Integrativeness, the attitude towards learning circumstance takes into account the educational setting of L2 acquisition as well as the affective realities that go along with it. The AMTB assesses this variable by asking the person to rate the instructor and the course in the context of their education. This identifies how much the educational setting contributes to enhancing L2 proficiency.

### ***Motivation***

In the AMTB, motivation is measured as a mix of the desire to learn, the attitude toward learning, and the level of motivation. While Integrativeness and attitude toward the learning environment focus on each learning site, motivation takes into consideration both contexts as well as emotional factors.

### ***Language anxiety***

Language anxiety is an emotional variable in AMTB. It relates to how people feel when they are 'performing' the L2. It is determined how nervous the learner feels in the classroom when using the language L2. Fear of speaking, nervousness, and showing low confidence comes under the category of learning language anxiety. Under this variable, all the above-mentioned traits are measured in AMTB.

### **The Framework of Motivation in L2 Learning**

Marion Williams and Robert L. Burden (2002) established a framework of motivation in language acquisition based on the social constructivist. This model attempts to synthesize motivational elements which are important to L2 learning in the classroom. This approach emphasized contextual impacts and divided motivating elements into learner-internal and learner-external categories. (W. M. & B. R. L., 2002)

The framework is as follows:

Intrinsic motivating elements	extrinsic motivating elements
The intrinsic interest of activity: -arousal of curiosity -optimal degree of challenge	Significant others: -parents -teachers -peers
The perceived value of activity: -personal relevance -the anticipated value of outcomes -intrinsic value attributed to the activity	The nature of interaction with significant others: -mediated learning experiences -the nature and amount of feedback -rewards -the nature and amount of appropriate praise punishments, sanctions
Sense of agency: -the locus of causality -the locus of control process and outcomes Ability to set appropriate goals	The learning environment: -comfort -resources -time of day, week, year -the size of the class and school -class and school ethos

Mastery -feelings of competence -awareness of developing skills and mastery in a chosen area -self-efficacy	The broader context -wider family networks
Self-concept -realistic awareness of personal strengths and weaknesses in skills required -personal definitions and judgments of success and failure -self-worth concern -learned helplessness	the local education system -conflicting interest -cultural norms -societal expectations and attitudes
Attitudes -to language learning in general -to the target language -to the target language community and culture	
Other affective states -confidence -anxiety - fear	
Developmental age and stage	
Gender	

### **Instruments for the study**

The research was carried out in two phases.

#### ***Phase: 1***

In Phase - I a scale was developed for the measurement of motivation of students to learn English as a subject. The scale contained 30 items and those were based on categories labeled as intrinsic and extrinsic motivation relating to English language learning as a subject at the secondary level in Punjab public schools. Five-point Likert scale having five response categories was used for collecting data from the target population. Psychometric properties of the motivation scale toward learning English were also calculated in this part of the study. Phase-I of the study comprised of development of a scale to measure students' motivation toward learning English as a subject. This part was comprised of four steps.

Step I: Generation of items pool

Step II: Opinion of experts (subject specialists)

Step III: Pilot testing of measuring instrument

Step IV: Determination of validity, reliability, and items pool

***Phase: II***

The second phase (the main study) was intended to investigate students' motivation toward learning English as a subject. In this phase, it was investigated whether most of the students were intrinsically or extrinsically motivated toward learning English as a subject. The relationship between gender, and education with the student's motivation towards learning English was also investigated in this part of the study.

***Administration of tool:***

A sample of 50 students was chosen at random to determine the psychometric features of (Attitude/Motivation Test Battery) AMTB items in pretesting phase. Finally, Questionnaires were distributed to 160 students learning English at the secondary level in Rawalpindi's government schools. Data was gathered regarding motivational orientations like intrinsic, extrinsic, and other variables to find out the motivational level among secondary school students by using the Grander AMTB battery.

**Data Analysis:**

Data received in Questionnaire was run through SPSS for data analysis. To feed the data into the SPSS data sheet was prepared with full care. SPSS version 20 was used to analyze the data and to infer accurate results. For descriptive statistics, independent T-tests for samples and correlation methods were employed. To find the gender difference between Integrative and Instrumental motivation independent sample T-test was applied while the correlation method was used to access the motivation and performance of respondents. An Independent sample T-test was also used for assessing the gender difference in Intrinsic and Extrinsic motivational levels.

Reliability Statistics Cronbach's Alpha  
Scale: All Variables

**Table 1** shows the Alpha reliability coefficient of the motivation towards AMTB (N = 160).

Scale	No. of items	Cronbach's Alpha reliability
Motivation towards AMTB	30	0.714

Table 1 shows the alpha reliability coefficient. This scale is highly reliable and internally consistent. The alpha reliability coefficient for the total scale is 0.714

**Table 2** Intercorrelations of motivation and its sub-scales (N=160)

scale	Intrinsic_Motivation	Extrinsic_Motivation	Instrumental_Motivation	Integrative_Motivation
Intrinsic Motivation	1	0.128	0.039	0.149
Extrinsic Motivation	0.128	1	0.744	0.690
Instrumental Motivation	0.039	.744	1	0.03
Integrative Motivation	0.149	.690	0.30	1

\*\* P < .01

The result in Table 2 shows the correlation coefficients between the subscales of motivation and the total composite score of motivation. Intercorrelation between the subscales is calculated to see whether these subscales measure similar or different dimensions of motivation. The correlation coefficients between these subscales are found positive and significant (P < .01).

**Table 3** Frequency and percentage of Gender.

Gender	Frequency	Percentage
Male	80	50
Female	80	50
Total	160	100

**Interpretation:**

The observed gender of respondent students was male and female. The figure indicates that among 160 students, 80 were male and 80 were female.

**Table 4** Frequency and percentage of schools.

Punjab Govt high school of City Rwp	Gender	Frequency	Percentage
1. Govt. Boys High School Koh-e-Noor, Rwp.	boys	40	25%

2. Govt. Girls High School Koh-e-Noor, Rwp.	girls	40	25%
3. Govt. Boys Modern High School, Rwp	boys	40	25%
4. Govt. Girls High School Pind Jhatla, Rwp.	girls	40	25%
Total		160	100

**Table 4** Mean values of respondents showing the extrinsic and intrinsic motivational orientation

Scale	No of Items	Strongly Agree (Mean)	Agree (Mean )	Neutral (Mean)	Disagree (Mean )	Strongly Disagree (Mean)	Total
Intrinsic motivation	15	31	53	7	43	26	160
Extrinsic motivation	15	36	62	5	40	17	160
Overall Motivation	30	34	57	6	42	21	160

**Table 4** reveals that 36 students strongly agree with extrinsically motivational items and 62 respondents agree whereas 31 strongly agree and 53 students agree with intrinsically motivational items. This shows that most secondary school students are studying English as a subject due to some external factors rather than internal pursuits.

**Table 5** reflects Mean and Standard Deviation and std error for Intrinsic and Extrinsic motivation on gender base.

	Gender	N	Mean	Std Deviation	Std Error Mean
Intrinsic motivation	Boys	80	3.0050	.40694	.04550
	Girls	80	3.1718	.53440	.05975
Extrinsic motivation	Boys	80	2.5433	.33663	.03764
	Girls	80	2.7017	.38465	.04301

**Table 6** shows the Mean, Standard Deviation, and std error of male and female performance in the test

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Marks	Boys	80	10.2000	2.60671	.29144
	Girls	80	11.2625	2.43780	.27255

**Table 7** shows the test achievement of both genders

Girls	Boys	%	Frequency	Marks in %	marks
2	1	2%	3	80% and above	16 and above
9	7	10%	16	(70-79)%	14-15

30	15	28%	45	(60-69)%	12-13
21	30	32%	51	(50-59)%	10-11
13	19	20%	32	(40-49)%	8-9
5	8	8%	13	Below 40%	7 and below
80	80	100%	160		

**Table 7** shows that 38% of students (61) got 60% to 79% marks whereas 3 students were outstanding by securing marks above 80%. Eighty-three students were able to fetch marks between 40% to 59%. Only 13 students were graded below 40% which reflects poor performance. Overall performance was satisfactory. Gender differences in performance tests were also evident. Females' achievement in the test was much better than males. This shows that girls are better performers than boys by securing good marks on the test.

### FINDINGS

The following findings of the research study have emerged as statistics compiled after the analysis of data:

The questionnaire was developed based on Gardner (1985 theory), and it was found that the level of motivation among secondary students is of extrinsic level. It means that most students are pursuing English subjects for reasons of some external factors, jobs, passing exams, chatting on Facebook, life achievements, foreign tour, etc. Students are least intrinsically motivated for studying English as the subject. Some students are inclined to learn English for the satisfaction of their elders, parents, and guardians but they have little tendency to study it for art or culture or "art for art's sake" or their inner satisfaction.

The present study reveals that secondary standard students are motivated or inclined to English but their motivation is due to some external factors. If these needs and elements are somehow removed their passion for learning English will be shattered. It is because of this reason that the motivation level of these students is lacking in depth and persistence. This research was done based on data received from male and female samples and this sample was equally divided into two halves. It is therefore data of both genders received. This gender division of data reflects that female students are greatly motivated by intrinsic disposition. They are more committed to their cause of learning English as a subject. In girls greater persistency and intensity are also observed at their emotional level.

Variables of the present study were the intrinsic and extrinsic motivation. While other's motivational orientations were integrative motivation and instrumental motivation. These all were the basis of this research on which a relevant questionnaire was formed. All these components represent the respondent's motivational disposition towards relevant orientation. Extrinsic motivation is reflected in inner satisfaction, enjoyment in learning activities, and the urge that seeks inspiration from within. Whereas external motivation

gets its incentive, drive, direction, derivation, and stimulation from outside factors. Both elements are of great significance in the teaching-learning process. These all variables are set to exert their respective influence on the motivational intensity of students.

Instrumental motivational orientation points to the pupil's attitude that they take English subject as an instrument to achieve some other objectives. Other objective includes professional achievement, future pursuits, and learning goals. Educational aims may be some plausible factors that serve as stimuli to increase the motivational level among students for learning English at this stage. English subject is instrumental in fulfilling some other desires and aspirational pursuits.

Integrative motivation shows the attitude of the learner towards the people and culture from which the target language originates. It is believed that inspiration towards foreign languages, people, and cultures plays an effective role in the motivational level of learners. Intense motivational inclination and high motivational intensity are expected from pupils who are more keen and desirous to study the target language literature, culture, and people. Those who are interested in English culture, British literature, Hollywood English dramas & movies, international print & electronic media, social media, foreign tours, international exports and imports, and English art and culture, etc., would be bound to get their inspirational drives, inner currents and motivational incentives from the accomplishment of these pursuits. Studying English and achieving proficiency in English will go a long way to accomplish their cherished ideals. The more serious they are in following their ideals, the more intense their motivational disposition would be evident in their attitudes toward studying English as a language.

The present research reflects that the motivational intensity among secondary school students is high. At this stage, the pupil appears to be desirous of learning English inside and outside of classrooms. The majority of respondents are agree and in favor of showing a tendency and better attitude toward this subject. They show high motivational intensity levels and promising and healthy attitudes for learning English keeping in view the importance of the English language in the current environment.

To assess the motivational level and motivational intensity among students of secondary level, instrumental motivation, integrative motivation, intrinsic motivation, and extrinsic motivation were investigated with the help of a questionnaire. Motivational level and motivational intensity among students are found to be high. This result is in line with previous research conducted by researcher Otlama (1996) in which he also revealed similar results. According to him student's high level of instrumental motivation is apparent from their desire to actively participate in classroom language learning tasks. (Asma et al., 2022) Another Kuwait researcher Malalah (2004) showed similar findings in the study paper by declaring that high school Kuwaiti students have a high level of motivational disposition for studying English for one reason or the other. (Wickstrom, 2004) Simibi and Randal (2010) are of the view that students at British universities in Dubai possess a high level of motivation for

English language learning. These all research studies reinforced and strengthened the present study findings about the motivational level and intense disposition among students at the secondary level (Khatoon, 2020).

Another important variable of this research paper was integrative motivation. This variable covers considerable items in the questionnaire. Results in the research study showed a positive attitude toward integrative motivation. Students of 10<sup>th</sup> Standard are keen for learning the English language in the classroom and at school. The institution provides pupils with such a learning atmosphere which helps them to fulfill their educational pursuits. The school environment is a significant factor that tends to increase motivational disposition among students. This would go a long way to strengthen their positive attitude towards any subject. Respondents of this research study seemed well aware of the fact that English as a language commands considerable significance in the community of nations. They regard it as an important factor in their lives so they intend to keep it under focus so their motivational intensity was high as far as the English language is concerned. This indicates that students are eager to take part in classroom language learning tasks if opportunities are provided to them. Public sector institutions are famous for lacking language learning facilities. They are deficient in providing modern audio-visual aids based on advanced digital techniques. Despite this fact, students are active and ardent in participating in learning activities in the classroom. Their ardent and active participation is the reflection of their attitude toward studying English. Behavior and attitude play an important part in the performance of learners. Performance and attitude for learning English are part and parcel of each other. The performance of a student in a particular subject is dependent on the attitude of the student towards that subject. An intense and healthy attitude is the proximal predictor of good results and better performance in the student.

Table 4.1.31 reveals that 36 students strongly agree with extrinsically motivational items and 62 respondents agree whereas 31 strongly agree and 53 students agree with intrinsically motivational items. This shows that most secondary school students are studying English as a subject due to some external factors rather than internal pursuits. The external elements might exist in the form of parent pressure, social constraints to achieve a better degree, to get university admission, for a foreign tour, to chat on Facebook or to see English movies, or for a bright future. We are living in specific socio, economic and cultural environments where English is considered an important tool in getting fulfilled our younger generation's dreams of life. This disposition and tendency of our young generation are revealed here. This research was conducted on secondary school students. They are passing through an important phase of their life. At this stage, they regard English as a subject of great significance. By studying English as a subject, one may be able to catch one's cherished ideals. Moreover, 34 participants strongly agree while 57 respondents agree with the statements which indicates the overall motivation of students. It reflects that the majority of respondents are motivated for learning English. The intensity of motivational levels in both genders is high.

Tabulated values in Table 4.1.32 reveal that 40 participants strongly agree and 62 agree to instrumental motivational items while only 32 students strongly agree and 61 agree to Integrative motivational items. This table indicates that means of Instrumental Motivational orientation was better than Integrative motivation. This shows that the majority of respondents are inclined to Instrumental Motivational orientation. It reflects that most of the students are having the intention to study English because they want to use it as an instrument for fulfilling others' objectives. Very few percent of pupils are studying English for internal satisfaction or inner pursuits. This also reflects that our students or younger generation are rarely inclined towards literature or literary pursuits at this stage. Instrumental motivational intensity is higher than Integrative motivation. Students are having the desire to use the English language as a tool to achieve some other aims. Respondents take English as an important subject which may help them to follow future pursuits. It is therefore concluded that Instrumental motivation is higher than Integrative motivational orientation. This also reinforces the previous variable (Extrinsic motivation) result that most of the pupils are affected by external elements for studying English at this stage.

Table 4.2.2 shows as the  $P= 0.028$  is less than the  $p$  standard value  $=0.05$  for intrinsic motivation, which means that there exists a significant difference in the means of boys and girls as far as intrinsic motivation is concerned. By this data, it is evident that girls are better than boys in intrinsic motivation. Whereas Table 4.2.2 also reveals as the  $P= 0.006$  is less than the  $p$  standard value  $=0.05$  for extrinsic motivation, it shows that there exists a significant difference in means of boys and girls as far as extrinsic motivation is concerned. By this result, it is clear that girls are also better than boys in extrinsic motivation. Data from this table reveals that two types of motivations are equally reflected and there is a slight difference between the motivation of boys and girls as far as their level of intensity is concerned. Both types of motivations are high. Participants are highly motivated by extrinsic motivation and they are eager to study English with full zeal and zest and their extrinsic motivation is slightly greater than intrinsic motivation. It must be kept in mind that this difference is of minimum value. It can be safely concluded that most of the respondents are extrinsically as well as intrinsically motivated.

Table 4.2.4 shows that as the  $P= 0.793$  is greater than the  $p$  standard value  $=0.05$  for Instrumental motivation, it indicates that the difference in means of boys and girls is not significant. By this data, it is evident that girls are not better than boys in Instrumental motivation. Whereas Table 4.2.4 also reveals as the  $P= 0.83$  is also greater than the  $p$  standard value  $=0.05$  for integrative motivation, it shows that there exists no significant difference in means of boys and girls as far as Integrative motivation is concerned. By this result, it is clear that both are having equal Integrative motivation. The result of this table reveals that two types of motivations are reflected and there is no difference between the motivation of boys and girls as far as their level of intensity is concerned. Both types of motivations are high. Participants are equally motivated by Instrumental and integrative motivation and they are eager to study English with full eagerness. The instrumental motivation level is slightly better than integrative motivation. On the whole, it can be safely

concluded that instrumental is better than integrative motivation in most of the respondents.

Statistics of Table 4.3.1 reflects that there exists a significant correlation between gender and performance. These are correlated at  $r= 0.207$ ,  $N=160$ , and  $significance=0.009$ . As girls are intrinsically and instrumentally more motivated than boys, so they are better performers on tests. The result of this table discloses that motivation always plays a positive role in the achievements of participants.

The data in Table 4.4.1 reveals that there exist gender difference as far as achievement test is concerned. These statistics ( $T=2.663$ ,  $Df=158$ ,  $P<0.05$ ) reflect that there is a significant difference between male and female students' performance. Female students are slightly better in motivation level as well as in performance than male students.

## DISCUSSION AND CONCLUSION

After a thorough examination of the data, it was concluded that the Motivation level of both genders is high on instrumental and integrative motivational disposition. If we compare instrumental motivation and integrative motivation in light of the result that emerged from research statistics, it is clear that instrumental motivation is better than integrative motivational orientation. According to Gardner (2004) for learning a second language both the variables integrative as well as instrumental motivation are important. Language learning efficiency is dependent on both variables. If the learners are charged with both the motivation disposition, language learning activity becomes easier and their interests keep intact till the completion of the task. Female respondents showed better performance than male students as they are better in intrinsic and instrumental motivation. The effect of both motivational dispositions is evident in the form of good results.

## RECOMMENDATIONS

- i. Teaching methods play an important role in language learning activities. Teachers must improve teaching methods and skills so that the decrease in motivation among students must be checked. This step would improve the level of motivation in students.
- ii. School Education Department Punjab should hire language experts and professionals so that real language teaching may be possible at the secondary level.
- iii. In the English period, the teacher should try to speak English with students. This step will help to increase interest in students.
- iv. Textbook material in Pakistan is considered up to the mark. Class participants should be encouraged to use textbook material rather than helping books. Helping book material is mostly of low quality. The use of this material must be discouraged on the part of the teacher. Students should develop reading habits of textbooks at the secondary level.

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