

# Signifying Instrumental and Integrative Motivation Factors in Learning English among University Students in Northern Samar, Philippines

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## ABSTRACT

The present research signified the instrumental and integrative motivation factors in learning English among university students in Northern Samar, Philippines. Based on the findings, the researchers developed English teaching implications.

The study employed a descriptive research design. A total of 570 randomly sampled college students enrolled in GE 2 (Purposive Communication) during the First Semester of Academic Year 2020-2021 were considered as research participants. The questionnaire was adapted from the study of Gardner (1985).

Findings revealed that the instrumental factor was “motivated” while their integrative motivation was “much motivated.” Thus, the learners’ integrative motivation is higher than their instrumental motivation toward the desired language. Infusing measures and mechanisms to help the learners manifest their instrumental and integrative motivation toward the desired English should be given emphasis by language teachers. Lastly, some English teaching implications were formulated, to wit: a well-sound revisit to the teachers’ teaching approaches and strategies, attitude and behavior at work, and the performance tasks of the learners is very necessary.

**KEYWORDS:** *motivation factors, integrative factors, instrumental factors, university students, English learning, English teaching implications*

## 1. INTRODUCTION

In this highly globalized society, English has become an individual’s capital identity for educational placement and career security. This is indeed a challenge among the 21<sup>st</sup> century learners, more specifically to non-native English speakers, to go beyond the tide of learning English. Large numbers of students are being required to learn English through compulsory programs in schools and universities (Thu Trang and Baldauf, 2007). In other non-English speaking countries, elementary grade pupils and high school students are sent to English camps, local and overseas.

In the course of a successful English learning, one should invest on motivation. Motivation provides learners with the stimuli to start learning English and a flow of energy to sustain efforts (Liu, 2020). McDonough (2007) opined that motivation is the thing which pushes persons to do something and moves them to acquire or to impart English. Without enough motivation, even adults with the most extraordinary skills cannot achieve long-term goals, and neither are suitable curricula and good teaching sufficiently on their own to guarantee student accomplishment (Ekiz and Kulmetov, 2016). Indeed, a motivated learner expands effort, takes

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responsibility, has goals, desires, and enjoys the process and learning (Masgoret and Gardner, 2003).

Motivation in learning English comes in various forms – teacher’s influence, school and classroom environment, familial expectation, and peer inspiration, among others. The last two decades have shown a growing interest on motivation as a critical component of success in the learning process for acquisition of a foreign language and or second language (L2) (Dörnyei, & Otto 1998; Dörnyei, Z. & Schmidt, 2001; Dörnyei & Clément, 2001; Dörnyei & Ushioda, 2011; Jurišević & Pižorn, 2013). However, fewer streamlined on the most personal factors. Hence, in this study, the researchers find the light of signifying the English learners’ motivational factors, in terms of integrative and instrumental factors and investigate if they hold true among the university students in Northern Samar, a countryside in the Philippines. Gardner and Lambert (1959) note that instrumental motivation is a source to fulfil social and economic needs by learning a second language. On the other hand, integrative motivation leads learners to learn a second language to get more and more knowledge of the community speaking that language, about their ethnic, cultural and language traditions (Gardner, 2010). These two (2) motivational factors however are both types which are significant to English learning (Brown, 2000).

This academic inquiry rests on the premium that the English learners’ motivational factors play a vital role towards learning the language, and on the larger scale, to help English teachers devise mechanisms to provide quality English learning.

## 2. Objectives

The study shed light on the following objectives:

1. signify the instrumental factors in English learning;
2. determine the integrative factors in English learning;
3. compare the instrumental and integrative factors in English learning; and
4. draw-out implications in English teaching.

## 3. Review of Literature

Motivation is an important element in any learning process (Parson, et al., 2001). It is something that each one should embrace and invest. Motivation in foreign language (FL) learning is significant because it can influence learner’s interest and efforts to master the FL (Adara, 2019). Without enough motivation, even adults with the most extraordinary skills cannot

achieve long-term goals, and neither are suitable curricula and good teaching sufficiently on their own to guarantee student accomplishment (Ekiz and Kulmetov, 2016).

English learning motivational factors has long been a subject of research across decades. Gardner and Lambert (1959) pioneered the socio-educational model of second language acquisition in school contexts and found out that learning a second language is unlike learning any other subject. Cooper and Fishman (1977) revealed another kind of motivation, that was termed as 'developmental' motivation. This concept pertains to self-development including activities, for instance, English book reading or watching movies etc. Gardner (1985) conducted a study which overall findings showed that positive attitudes and motivation are related to success in second language learning. Sung and Padilla (1998) conducted a study in schools and their results confirmed significantly higher level of motivation in females than males in learning English as a second language.

Lucas (2009) investigated the intrinsic motivation factors in second language learning among selected freshman students and concluded that the students’ interest in learning language skills, especially speaking, listening and reading skills as factors which motivate them to learn English. Nawaz et al., (2015) conducted a mixed method research. The quantitative data revealed that there are many factors such as integrativeness, instrumentality, international posture etc., that affect the male student’s motivation towards English learning. Likewise, the study revealed many other factors like the significance of English language for the professionals and Pakistani public at national and global level.

## 4. Methodology

The study employed a descriptive research design. A total of 570 randomly sampled college students enrolled in GE 2 (Purposive Communication) during the First Semester of Academic Year 2020-2021 at the University of Eastern Philippines Main Campus in Catarman, Northern Samar, Philippines were considered as research participants.

Interview-questionnaire served as the main tool in data gathering. The researchers prepared 20 items based on a five-point Likert scale adapted from the study of Gardner (1985) which identified the integrative and instrumental motivating factors.

## 5. Results and Discussion

### Instrumental Motivation Factors

**Table 1 Instrumental Motivation Factors in Learning English**

Categorical Statement	WM	Interpretation
Learning English is important for travelling abroad.	4.28	Very highly motivated
Learning English is important to be knowledgeable and skillful person.	3.99	Much motivated
Proficiency in English can lead to more successes and achievements in life.	3.73	Much motivated
Learning English is important to be an educated person.	3.70	Much motivated
Learning English for cross-cultural communication.	3.50	Much motivated
Learning English to earn respect from other people.	3.06	Motivated
Learning English is the gateway to push through post-graduate studies.	3.04	Motivated
Learning English is the best preparation to win scholarship and fellowship grants.	2.95	Motivated
Learning English to better understand textbooks, classroom discourses, assignments, and other performances.	2.88	Motivated
Learning English to be admired by people.	2.72	Motivated
<b>Total Weighted Mean</b>	<b>3.39</b>	<b>Motivated</b>

Table 1 presents two (2) motivation factors, i.e. instrumental and integrative of English language learners.

The instrumental factor, with a weighed mean of 3.39 is “motivated.” Learning English is important for travelling abroad obtained the highest weighted mean, 4.28 “very highly motivated” which go against the declaration of Gardner and Lambert (1992) that instrumental motivation is a source to fulfill social and economic needs by learning a second language and the findings in the study of Anam, *et al.* (2019) which revealed that for Pakistani College students of Quetta, they find studying English is important for they will need in their future career. Thus, they are motivated to put efforts to learn English language because it helps them to seek good job opportunities. However, the data is akin on what revealed in the study of Ahmed (2015) that some language students find themselves living in a target language community either temporarily or permanently.

Other categorical statements under instrumental factor were found to be “much motivated”: “learning English is important to be knowledgeable and skillful person,” 3.99; “proficiency in English can lead to more successes and achievements in life,” 3.73; “learning English is important to be an educated person, 3.70; and “learning English for cross-cultural communication,” 3.50. These data find support from the study of Nawaz *et al.*, (2015) which revealed many other factors including the significance of English language for the professionals and Pakistani public at national and global level.

On one hand, the remainder of categories were “motivated,” “learning English to earn respect from other people,” 3.06; “learning English is the gateway to push through post-graduate studies,” 3.04; “learning English is the best preparation to win scholarship and fellowship grants,” 2.95; “learning English to better understand textbooks, classroom discourses, assignments, and other performances,” 2.88; and “learning English to be admired by people,” 2.72. The data on getting through post-graduate studies disconfirm the findings of Saheb (2014) as 87% of her respondents agreed that studying English will make them enter to a university and access the reading material printed in English language.

### Integrative Motivation Factors

**Table 2 Integrative Motivation Factors in Learning English**

Categorical Statement	WM	Interpretation
Studying English enables them to understand English books and other printed materials, movies, music, etc.	4.10	Much motivated
Determined to study English as best as they can to achieve maximum proficiency.	4.06	Much motivated
Studying English enables them to transfer personal knowledge to other people, i.e. directions to tourists.	3.95	Much motivated
Studying English enables them to discuss interesting topics in English with the people from other national backgrounds.	3.92	Much motivated
Studying English enables them to appreciate English arts and literature.	3.89	Much motivated
Studying English enables them to better understand and appreciate the ways of life of native English speakers.	3.88	Much motivated

Studying English enables them to participate freely in academic, social, and professional activities, among other cultural groups.	3.88	Much motivated
Studying English enables them to be able to keep in touch with foreign acquaintances.	3.86	Much motivated
Studying English enables them to be an open-minded and sociable person like the native English speakers.	3.79	Much motivated
Studying English enables them to believe like the native English speakers, i.e. accent, using English expressions, and the like.	3.72	Much motivated
<b>Total Weighted Mean</b>	<b>3.91</b>	<b>Much motivated</b>

Table 2 presents the integrative motivation factors of the university students in learning English. Generally, the integrative motivation factor, with a weighted mean of 3.91, is “much motivated.” On top of the categorical statements is, “studying English enables them to understand English books and other printed materials, movies, music, etc.,” 4.10 although confirms with the developmental motivation of Cooper and Fishman (1977) and the motivation to access the reading material printed in English language (Anam, *et al.*, 2019) it deviates from the concept of Gardner (2010) that integrative motivation leads learners to learn a second language to get more and more knowledge of the community speaking that language, about their ethnic, cultural and language traditions and the findings of Anam, *et al.* (2019), where the statement, “studying English can be important to me because it will allow me to be more at ease with fellows who speak English,” took the lead.

The present inquiry’s data on “studying English enables them to discuss interesting topics in English with the people from other national backgrounds,” 3.92; “studying English enables them to appreciate English arts and literature,” 3.89; “studying English enables them to better understand and appreciate the ways of life of native English speakers,” 3.88; “studying English enables them to participate freely in academic, social, and professional activities, among other cultural groups,” 3.88; and on “studying English enables them to be able to keep in touch with foreign acquaintances,” 3.86 “find support from the findings of Anam, *et al.* (2019). The 3.95 weighted mean on “studying English enables them to transfer personal knowledge to other people, i.e. directions to tourists,” is in contrast with the favourable findings of Saheb (14) which revealed 95% of upper-secondary adult students in English who considered that they learn English for practical purposes. The 4.06 general weighted mean on “determined to study English as best as they can to achieve maximum proficiency,” also shows disconfirmation in the findings of Yahaya, *et al.* (2011) in a sample of 119 students from Southern College, a Chinese community run college based in Johor Bahru, Malaysia where the statement “I am not satisfied with my level of English proficiency” had the lowest mean which shows that more than half of respondents (60 percent) are not really satisfied with their English proficiency. Lastly, the data on “studying English enables them to be an open-minded and sociable person like the native English speakers,” 3.79 and “studying English enables them to believe like the native English speakers, i.e. accent, using English expressions, and the like,” 3.72 underpin the claim of Foo and Richards (2004) that the whole country of Malaysia and its people are now very aware of the need to master the language in order to adjust and cater to the demand of English as a global language.

### Comparison of Instrumental and Integrative Motivation Factors

**Table 3 Comparison of Instrumental and Integrative Motivation Factors in Learning English**

Motivation Factor	WM	Interpretation
Instrumental Motivation Factor	3.39	Motivated
Integrative Motivation Factor	4.06	Much motivated
<b>General Weighted Mean</b>	<b>3.65</b>	<b>Much motivated</b>

Table 3 showcases the comparative data between the instrumental and integrative motivation factor in learning English. It can be deduced that the integrative motivation factor (4.06; much motivated) is way higher than the instrumental motivation factor (3.39; motivated). The data posit that in the case of the university students in Northern Samar, Philippines, learning English is more grounded on their desire to get more and more knowledge of the

English community speaking the language over the determination to learn English to fulfill both social and economic needs. The data further suggest that with a general weighted mean of 3.65, the respondents are “much motivated” in learning English in college. This supports Brown (2000), when he said that motivation of both types, instrumental as well as integrative are significant to second language learning.

The individual results between the instrumental and integrative motivation, can be comparable with the survey of Benson (1991) in Japan over 300 freshmen. However, it differs with the findings of Ali and Pathan (2017), as the college students of Quetta, Pakistan were more instrumentally motivated ( $M=25.88$ ,  $SD=5.57$ ) than integrative motivation ( $M=16.36$ ,  $SD=5.54$ ); of Goktepe (2014) who examined 90 first-year business studies undergraduates at a Turkish university where results showed that these learners learn English mostly for instrumental reasons; of Saheb (2014) which showed that participants in Stockholm's upper secondary schools for adults had high degrees of both instrumental and integrative motivation; and of Chalak and Kassaian (2010) whose study with 108 English translation major students at Islamic Azad University, Iran showed that these EFL learners tend to learn English for both instrumental and integrative reasons.

### Implications to English Teaching

English is universally considered as the world's lingua franca. Becoming the medium in all transactions across industries in this highly competitive world, English instruction-deliverables should never be compromised and be given strong emphasis instead. Much has been said that English nurtures cross-cultural exploration, but it goes beyond that. It should be instilled in the minds of the learners the Latin gem "*non scholae sed vitae discimus*," which posits that students study not for school; they study for life. Nishanthi (2018) asserted that knowledge in English is necessary to succeed in life. Hence, there should be reinforcement among English learners that learning the language will make them earn respect from other people; and, showing excellence and/or superiority in using the language would be their gateway to push through with their desired post-graduate studies and in winning placements for scholarships and fellowship grants.

Brown (2000) reiterated that both the instrumental and integrative motivation are significant to English learning. Thus, English teachers should help the learners manifest both these motivations. Teachers should show enthusiasm toward work, should assist the learners to set their goals, and should create relaxing, child-friendly, and stress-free class environment to make learning very conducive. As suggested by Jafari (2013), English teachers should avoid memorization, boring and monotonous lesson presentation, and being ignorant with the psychological condition of the learners, more especially those who are reluctant to learn. Indeed, teachers should adhere for students-centered approach

over the other, the teacher-students approach. On this note, English teachers should employ meta cognitive, cognitive, and social strategies as these found to be effective in facilitating second language learning needs and interests (O'Malley and Chamot, 1990).

While class size is a factor towards learning English, it is undeniable that due to faculty compliment and classroom limitations, class sizes are somewhat bigger than the standard size. On one hand, teacher should advocate for remedial solutions – breaking the class into small buzz groups can be an effective strategy. Cooper and Robinson (2000) found that small-group work can "contribute to effective teaching and learning by promoting cognitive elaboration, enhancing critical thinking, providing feedback, promoting social and emotional development, appreciating diversity and reducing student attrition."

### 6. Conclusions

The instrumental and integrative motivation factors in English learning among university students in Northern Samar Philippines, were signified in this study. The instrumental factor was "motivated." This means that the learners carry an average pragmatic reason for English language study. They are not that delighted to learn English for instrumental gains – getting a better opportunity for job placement and for future academic achievement.

They are "much motivated" however on their integrative motivation. Thus, it can be implied that they have a favorable intent toward the desired English language for possible integration and adaption to a new culture by using the foreign language.

The learners' integrative motivation is higher than their instrumental motivation toward the desired language. It can be deduced that they are more concerned on the aesthetic value of learning English as compared to the practical value of having their social and economic needs met.

Infusing measures and mechanisms to help the learners manifest their instrumental and integrative motivation toward the desired English should be given emphasis by language teachers. A well-sound revisit to their teaching approaches and strategies, attitude and behavior at work, and the performance tasks of the learners is very necessary.

### 7. Recommendations

On the basis of the highlights of the study, the hereunder recommendations are set forth.

1. English teachers should devise mechanisms by which they could help improve the learners'

instrumental motivation toward the desired language.

2. Facilitate the learners in upholding their integrative motivation toward the desired language.
3. Systematize priorities which could lead to the learners' balanced instrumental and integrative motivation toward the desired language.
4. Infuse the highlights accorded in the teaching implications to the actual teaching demonstrations.
5. Conduct of similar study using different design, sampling, statistical tool, and locale.

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