

A Study of the ESL Students' Motivational Orientations: A Case of Public and Private Schools

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Abstract

The current study aims at finding out the motivational orientations of the ESL students for studying English at public and private schools in Lahore city of Pakistan. Moreover, it also shows how these ESL students are distinguished on the grounds of their motivational orientations for learning English language. This study uses quantitative method for the collection and analysis of the data. The sample of the study is composed of 320 randomly selected ESL students studying at six different public and private schools in Lahore, Pakistan. The data are analyzed using SPSS version (19.0). The findings of this study show that promotion instrumentality is the most influential. Moreover, the motivational orientation of the ESL students studying at public school is promotion instrumentality and preventive instrumentality as they learn English for passing the exams or getting a job or getting higher education or avoiding negative outcomes. The private school ESL students have intrinsic and integrative motivation as they learn English for their positive attitude to the target community or the general interest in its culture or a wish to affiliate with the natives. This study implies that the difference in their motivational orientations is developed from the difference in education systems.

Keywords: ESL motivational orientations, promotional instrumentality, preventive instrumentality, intrinsic motivation, extrinsic motivation

Introduction

English enjoys the status of the most prestigious second language in a multilingual and multicultural society of Pakistan. The importance and significance of the English language can be assessed that since the partition of sub-continent it remained as the official language though it was used mainly for the documentation. A few years ago, again the education policy has been revised declaring English a compulsory subject from the first standard and making it a medium of instruction from the fourth standard onwards for science and Mathematics (Government of Pakistan, 2009). However, for promoting English education in Pakistan, still, the policy of the government is vague. As far as the education system in Pakistan is concerned, it has many layers. For example, according to the report of Coleman & Capstick, the schools in Pakistan fall into five categories with respect to the medium of instruction (2010). Elite private schools and schools run by armed forces are English medium, and state schools, non-elite private schools, and madrasas are Urdu medium. This ambiguity leads Pinnock & Vijayakumar to estimate "that 91.62% of the population of Pakistan speaks mother tongues which are not used in Education" (2009). This varied education system is also affecting the attitude and motivation of the ESL students. Therefore, the current study explores the motivational orientation of ESL students for learning English at public and private schools in order to make the situation more vivid and clear.

Literature review

The role of motivation has been stressed by the renowned research scholars and most of the language teachers in the context of second language learning. Until now, many theories have been proposed since the groundbreaking work by Gardner (1959) proving motivation as a prerequisite for the success of the second language acquisition. According to him, the attitude towards the target community and the interest in target language culture motivates the individual for learning a language (1985). He called it integrativeness. Moreover, in his Socio-educational Model (1985), he also talks about another motivation; instrumental motivation. It refers to the utilitarian motives for learning a second language. This model is further supported by Gardner, Smythe, Clément, and Glikzman (1976) who have shown that learning a second language without integrative motivational orientation is difficult. In contrast, instrumental motivational orientation has been stressed by the research findings of Schunk and Pintrich (1996). They say that the external reward becomes a key factor to motivate or demotivate second language learner. However, Engin (2009) supported both the orientations and posits that “the more integrative and instrumental motivation a person has the less likely he or she is to experience work avoidance motivation”.

According to Deci & Ryan (1985), innate satisfaction for determination and aptitude are drawn from the feelings of self-gratification and delight. This led Deci and his associates to propose, the Self-determination theory. “To be self-determining means to experience a sense of choice in initiating and regulating one’s own actions” (Deci, Connell & Ryan, 1989). The self-determination theory is also divided into two kinds; intrinsic motivation and extrinsic motivation. The former is produced when the locus of the motives is internal to the individual such as joy, pleasure, satisfaction whereas, the latter is developed when the agent of the motives is external to the individual, such as family, teacher, reward and punishment. Deci et al. (1991) demonstrated that the learning autonomy is achieved through intrinsic motivation which leads to the desired results in education. The research findings of Noels (2001) have shown, if the teachers allow more autonomy in the language learning classrooms and provide encouraging feedback, the intrinsic motivation will increase. Usually, extrinsic motivation is perceived negatively by the teachers. However, Dörnyei has posited, if extrinsic motives are self-determined and internalized, they can lead to intrinsic motivation (1994).

As far as, the second language learning motivational orientations in Pakistan are concerned, Coleman (2010) has shown that the instrumental orientation of the ESL students in Pakistani is the most significant one. The major instrumental factors that affect the second language learners in Pakistani are employment, acquiring higher education, passing the exams, traveling to a foreign country and achieving social status (Jabeen et al, 2011). In their research investigations, Shahbaz & Liu (2012) and Rehman et al. (2014) have found that the ESL students in Pakistan instrumentally more motivated than integratively. Similarly, Khurshid’s research findings also proved that instrumental motivation is the most influential motivation for learning English in Pakistan (2017). This argument is also supported by Khalid (2016) who also found the Pakistani ESL students motivated instrumentally. However, the research findings of Siming et al. (2015) show that Pakistani students’ learning English is fundamentally for both instrumental & integrative reasons. Thus, it can be assumed that the second language motivational orientation has a definite role to play.

As far as the current study is concerned, it aims at to know the major motivational orientations of the ESL students studying at public and private schools in Lahore city of Pakistan. The second object is to find out the mark of demarcation between the ESL students studying at public schools and the ESL students studying at private school in Lahore Pakistan in order to see how it is promoting two education systems in one society.

Research Questions

This study investigates the following questions:

What are the major English language learning motivational orientations of the ESL students studying at public and private schools in Lahore, Pakistan?

Among the major English language learning motivational orientations which one does create the mark of demarcation between public and private ESL students in Lahore, Pakistan?

Methodology

The Quantitative data analysis technique is carried in the current research study.

Collection of the Data

This study collects data from the ESL students learning English at public and private schools in Lahore Pakistan. The public schools are located at Engine Shed, Tazaab Ahata and Shadbagh in Lahore Pakistan and the private schools are located at Singhpura, Tazaab Ahata and Ghari Shaho in Lahore Pakistan and all these schools are situated near University of Engineering and Technology Lahore, Pakistan. Moreover, it uses pre-structured questionnaire adopted from Gardner (1985), Ryan and Deci (2000) and Dörnyei & Taguchi (2009). Extreme care has been taken in organizing the research items to explore ESL students' motivational orientation for learning English. Therefore, the items have been divided into intrinsic, integrated, instrumental and extrinsic motivational orientation. However, instrumental orientation has been taken as promotion instrumentality including all the instrumental motives; passing the exams, getting a job, going abroad and getting her education and extrinsic motivation has been taken as preventive instrumentality including extrinsic and preventive motives; the family, teachers, friends, and avoidance of negative outcomes. In order to develop a pre-structured questionnaire, the five-point Likert scale starting from "Strongly Agree" and ending at "Strongly Disagree" has been employed to know the views of the potential participants.

Though, the data has been collected from only six schools; three public and three private schools yet the research ethics were strictly followed in the whole data collection process.

The Sample for the Study

In order to select the sample for the current study, 320 ESL students who are studying and learning English at three public school; Pakistan Railway High School Engine Shed, Government High School Shad Bagh and MC High School Tazaab Ahata and three private school (Laurelbank Public High School Singhpura, Psyched High School Tazaab Ahata and Beacon house High School Ghari Shaho in Lahore of Pakistan were chosen randomly. The participants of this study were chosen from lower secondary students learning English at public schools and O' level students studying English at private schools. Both the categories of the students have eleven years of education.

An Instrument for the Data Collection

The pre-structured questionnaire has been used for the data collection.

The Data Analysis

As mentioned earlier, the data for this study has been collected in the form of numbers so SPSS (version 19.0) has been used for the analysis of the selected data. A questionnaire, consisting of 20 research items has been used to know motivational orientations that influence the second language learning motivation of the ESL students studying at public and private schools in Lahore, Pakistan. M1, M2, M3, and M4 are the pseudo names that show the division of the items into its respective motivational orientations. These are temporary names to apply SPSS compute variable option. The option of descriptive statistics has been used to calculate the mean values of all these motivational orientations and from these mean values, the motivational orientation which has the greater effect has been calculated. In order to find a motivational orientation that distinguishes public and

private ESL students, independent sample t-test has been used and later significance value has been used to generate the reports.

The data Interpretation

The current study deals with the numbers, frequencies and mean values, so the quantitative method of research has been used. Therefore, the interpretation of the data has been done using SSPS and employing some tests. Moreover, manifestation, interpretation of the study and explanation has been made clear through the use of tables of the results.

Table 1. The mean values of the ESL students' motivational orientations for learning English

		Intrinsic motivation (M1)	Integrative motivation (M2)	Promotion instrumentality (M3)	Preventive instrumentality (M4)
N	Valid	320	320	320	320
	Missing	50	50	50	50
Mean		3.8979	3.6597	4.1285	3.7118
Std. Deviation		.75497	.86222	.51630	.52305

Table 1 shows that the mean value of intrinsic motivation referred as (M1) is 3.8979, (St.d=.75497) which is more than 3.5, showing that the ESL students studying at public and private schools are more intrinsically motivated. The mean value of integrative motivation referred as (M2) is 3.6597, (St.d=.86222) which is slightly more than 3.5, showing that the ESL students studying at public and private schools are a little-motivated integratively. The mean value of promotion instrumentality (instrumental motivational orientation) referred as M3 is 4.1285, (St.d=.51630) which is also more than 3.5, showing that the ESL students studying at public and private schools are more motivated instrumentally. The mean value of preventive instrumentality (extrinsic motivational orientation) referred as M4 is 3.7118, (St.d=.52305) which is slightly more than 3.5, showing that the ESL students studying at public and private schools are a little motivated extrinsically. Later, the mean values of all the motivational orientations are compared. The result shows that the mean value= 4.1285, St.d=.51630 of promotion instrumentality of the ESL students studying at public and private schools is higher than the mean values of other motivational orientations proving that promotion instrumentality or instrumental motivational orientation is the most dominant one in the present study.

Table 2. The reliability status

Cronbach's Alpha	N of Items
.790	20

Table 2 shows the reliability of the questionnaire. A Pearson correlation matrix for a questionnaire of 20 items is run to show that a Cronbach's Alpha Coefficient Index of Internal Consistency is .79 ($\alpha = .790$) proving the reliability and authenticity of the questionnaire.

To find out the mark of demarcation between the ESL students studying at public and private schools in Lahore, Pakistan, independent sample t-test has been used individually with all the English language learning motivation orientations. They are discussed below.

Table 3. Group statistics

	School category	N	Mean	Std. Deviation	Std. Error Mean
a1	Private	170	4.0995	.55752	.03663
	Public	150	3.4848	.64632	.05506

Table 4. The resultant values of the first independent sample t-test

		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	
a1	Equal variances assumed	1.523	.2256	6.114	227	.000	.48372	.07835	.33702	.66229
	Equal variances not assumed			6.157	177.225	.000	.48372	.08241	.33492	.66229

Table 3 and table 4 show that the mean score of the ESL students studying at private school is 4.0995 and mean score of the ESL students studying at public school is 3.4848 ($t = 6.114$, $\text{Sig.} = .225$). The Levene Test indicates that the assumption of equal variance is not violated ($F = 1.523$, $\text{Sig.} = 0.000$).

The values indicate that the ESL students' intrinsic motivational orientation for learning English studying at private school is slightly more than the ESL students' intrinsic motivational orientation for learning English studying at public school. Therefore, it may be concluded here that there is a significant difference between the ESL students studying at public and private schools regarding their intrinsic motivation for learning the English language.

Table 5. Group statistics

	School category	N	Mean	Std. Deviation	Std. Error Mean
a2	Private	170	3.0317	.50640	.06816
	Public	150	3.9409	.79878	.07843

Table 5 and table 6 show that the mean value of the ESL students studying at private school is 3.0317 and the mean score the ESL students studying at private school is 3.9409 ($t = 5.253$, $\text{Sig.} = .691$). The Levene Test indicates that the assumption of equal variance is not violated ($F = .078$, $\text{Sig.} = .000$).

The second independent sample t-test indicates that the ESL students' integrative motivation for learning English studying at private school is significantly more than the ESL students' integrative motivation for learning English studying at public school. Therefore, it may be concluded that there is a significant difference between the ESL students studying at private and public schools regarding their integrated motivation for learning English.

Table 6. The resultant values of the second independent sample t-test

		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
a2	Equal variances assumed	.078	.691	5.253	218	.000	.51860	.12979	.38436	.87584
	Equal variances not assumed			5.267	222.127	.000	.51860	.12958	.38436	.87583

Table 7. Group statistics

	School category	N	Mean	Std. Deviation	Std. Error Mean
a3	Private	170	3.6984	.89314	.07058
	public	150	4.0212	.51814	.05226

Table 8. The resultant values of the third independent sample t-test

		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
a3	Equal variances assumed	.812	.347	2.121	217	.000	.17748	.08363	.00467	.38405
	Equal variances not assumed			1.888	207.63	.000	.17748	.08322	.00358	.38414

Table 7 and table 8 show that the mean score of the ESL student studying at private school is 3.6984 and the mean score the ESL students studying at public school is 4.0212 ($t = 2.121$, $\text{Sig.} = .347$). The Levene Test indicates that the assumption of equal variance is not violated ($F = .812$, $\text{Sig.} = .000$).

The independent sample t-test indicates that the promotion instrumentality (instrumental motivational orientation) of the public school ESL students is significantly more than the promotion instrumentality of the ESL students studying at private school. Therefore, it may be concluded that there is a significant difference the ESL students studying at public and private school regarding their promotion instrumentality for learning English

Table 9. Group statistics

	School category	N	Mean	Std. Deviation	Std. Error Mean
a4	Private	170	2.8773	.54132	.07251
	Public	150	3.9727	.51256	.05144

Table 10. The resultant values of the fourth independent sample t-test

		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
a4	Equal variances assumed	45.687	.000	4.112	227	.000	.38559	.08715	.18417	.58301
	Equal variances not assumed			4.168	212.047	.000	.39458	.08032	.22551	.57346

Table 9 and table 10 show that the mean score of the ESL students studying at private school is 2.8773 and the mean score of the ESL students studying at public school is 3.9727 ($t = 4.112$, $\text{Sig.} = .000$). The Levene Test indicates that the assumption of equal variance is not violated ($F = 45.687$, $\text{Sig.} = 0.000$). The fourth independent sample t-test indicates that the preventive instrumentality of the ESL students studying at private school is significantly less than the preventive instrumentality (extrinsic motivational orientation) of the ESL students' studying at public school. Therefore, it may conclude that there is a significant difference between the ESL students studying at private and public schools regarding their preventive instrumentality for learning English.

Results and Discussion

The data interpretation of this study shows that intrinsic motivational orientation and promotion instrumentality are the two main motivational orientations of the ESL students studying at a public and private school in Lahore, Pakistan. Nonetheless, when in-depth analysis of data is carried

out, promotion instrumentality of the ESL students studying at public schools in Lahore, Pakistan is the most dominant one as securing a job, going abroad and passing the exams are the major instrumental factors that develop this motivational orientation. In contrast, the most of the ESL students studying at private schools want to live abroad and have strong desire to integrate with the native speakers. Moreover, the ESL students from private schools are fascinated to learn English since their childhood. The possible reason for this change in state has been mentioned by Ramage (1990). He states that the trend to acquire a second language intrinsically is increasing among the students in third world countries and on the other hand those who want to learn extrinsically are decreasing considerably. Now, with the passage of time and continuous influence of English culture through media the ESL students have developed faculty, willingness and inclination to learn this language.

The research findings of this investigation are somewhat contrary to the findings of Gardner & Lambert (1959) and Gardner, Smythe, Clément, and Glikzman (1976) who have found integrative motivation, the influential one. But the present research has found integrative motivation the most significant only in the case of the ESL students studying at private schools and instrumental motivational orientation the dominant one in the case of the ESL students studying at public schools. It also somewhat confirms the findings of Qashoa (2006) who says that intrinsic satisfaction and extrinsic satisfaction are two factors to drive the motivation of second language learning students. As it has been seen in the present study, intrinsically motivated students are more as compared to extrinsic motivation that is also lined with the study of Pathan, Shahriar & Ali Mari (2010) who have shown that the Pakistani students have also intrinsic motivation to learn English language. However, Akram (2015) found integrative motivation, the significant one in the context of Saudi Arabia. He states, “The students prefer to learn English due to its international hype and they want to look like English people because they are much impressed by the western culture”.

The research study of Rosheen Khan has revealed that “the Pakistani students belonging to any social class show a strong desire to use English language due to its great utilitarian value and prestigious status as an international language” (2014).

Zahra Vaezi (2008) also confirms that instrumental motivational orientation is the significant one among the Iranian second language learning students. He also says that females are more motivated than males in affiliation and communication. As highlighted by Spolsky (1969) who emphasized that it pertains to practical worth and compensation for learning a second language. This study also reveals that the integrative motivational orientation is not significant in the case of the ESL students studying at a public school which is lined with the study of Shah, Ahmed & Mahmood (2014). They state that the learners of English as a second language from rural and religious backgrounds have no integrative motives to know about the culture, society or literature of the native speakers because they have stock negative responses and a historical hostility against it.

This study also confirms the findings of Akram (2007), Jabeen et al (2011), Lim (2012) Shahbaz and Liu (2012), Ali and Pathan (2017) and Kurshid (2017) who proved that practical gain through English learning is a very strong factor in L2 learning. In other words, it can be said that instrumental motivation is the most dominant motivational orientation of the Pakistani ESL students who study at public schools. They consider learning English essential to get a job, to make professional development, pass the exams, go abroad for higher education and achieve social status. These are the core reasons of their instrumental motivational orientation for learning the English language.

Further, the current study shows that there is a significant difference between the ESL students studying at public and private schools in Lahore, Pakistan regarding their motivational orientations for learning English. The results have shown that the ESL students studying at private schools in Lahore, Pakistan are motivated more intrinsically and integratively than the ESL students study-

ing at public schools in Lahore, Pakistan. One of the basic reasons is that the ESL students studying at private schools have a better learning environment. They are provided with good facilities, skillful teacher, varieties of teaching material, communicative methodology and their medium of instruction is totally in English. All these facilities contribute to developing intrinsic motivational orientation and they feel easy to acquire English. Moreover, they belong to elite class so they have a positive attitude, interest in foreign culture and a desire to integrate with the native people that form their integrative motivation orientation for learning English. In contrast, the ESL students studying at public schools in Lahore, Pakistan are motivated instrumentally and extrinsically more. They don't have a positive attitude and interest to the native culture, lack good education, lack English proficient teachers, mess up with the traditional teaching methodology, poor environment and lack of teaching facilities that contribute to poor English language learning. They know that English is a compulsory subject and without it, they can pass the exams and later in the practical field they will not be able to get a reasonable job so they are forced to learn English for instrumental and extrinsic reasons. This study proposes that the difference in their motivational orientations is developed from the difference in the medium of instruction, curriculum, teaching methodology, the school environment and the family background.

Conclusion

The research findings of this study show that the instrumental and intrinsic orientations are the two driving forces which incite the ESL students studying at private and public schools in Lahore, Pakistan. Overall, this study shows that instrumental motivational orientation is the most influential motivational orientation for learning English as the second language in the context of Pakistan. The main reasons of their instrumental motivational orientation for learning English is that the most of the second language learning students studying at public and private schools are securing an employment, need for passing the exams, a tool of going abroad, an instrument for communicating and integrating with the natives. Moreover, this study also shows that there is a significant difference between the ESL students studying at private and public schools in Lahore, Pakistan regarding their motivational orientations for learning English. As, the results show that the ESL students studying at private schools in Lahore, Pakistan are motivated more intrinsically and integratively and the ESL students studying at public schools in Lahore, Pakistan are motivated more instrumentally and extrinsically. This study implies that the difference in their motivational orientations is developed from the difference in the medium of instruction, curriculum, teaching methodology, the school environment and the family background.

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