

# Motivation and Institutional Governance –A Key to Learn English language

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## Abstract

The globalization era needs the competency in English language in order to enhance the working domain knowledge of business, technology, huge social transformation and cross culture dynamics. The importance of English language is growing around all continents of the world of its convenience, the impact of social media, information, and technology reachability. According to Wall Street institute (2013) nearly 125 countries and 18 international organizations use English as an official language after their native language. However there are some factors which influence competency gap due to influence of the native culture and demographic profile of the learners. Some of the countries both in Europe and Asia are not much comfortable in English language. The factors which influence student learner are basically the factors of motivation and institutional governance. The research paper is focused to understand the motivational factors and institutional governance behind English language and its impact on the real time practice with special reference to the students of pre-university of Visakhapatnam city and also to understand the various source of learning.

**Keywords: English language, Business, technology, International organization, Motivational needs, and English competency, Demographic**

## I. INTRODUCTION

Majority of students have difficulty or fear complex in learning the (global business) language – English in spite of the impact of British colonialism. Many British colonies students of English dropped out in their early years of higher education (Bourner et al 1991, MacDonald 1992, Woodley et al 1992, Benn 1995). The literature of English learners reflects those who have the confidence irrespective of the errors in learning the language have overcome the state of fear complex. The confidence of a learner is basically built on two important factors i.e., motivation and institutional governance with right pedagogy. Motivation is psychological processes followed by intrinsic and extrinsic factors influence which influence the students' behaviour to make an attempt to learn English language. The institutional governance is a process of opening the windows with right assessment of learning objectives, implanting the basic key concept of learning and focusing the importance of the application in the business as well as on social conversation. The institutional governance draws the frame work of progress while motivation allows an individual to acquire the pro-active facilities of learning. The intrinsic motivation of a student is based on the learner's perception, learning habits, vocabulary memory, motives, individual personality, emotion and attitude. The extrinsic motivation of students is based on culture, sub culture, demographic profile, social status, reference group, family and day to day activities. The real time outcome of learning English language is more effective when the learner is more exposed to mix of motivational factors and institutional governance. Motivation of student is usually defined by behavioural scientist as the processes involved in arousing, directing and sustaining behaviour (Vall, 1977, as quoted in Robb, 2001b, para.2). Motivation to learn is characterized by long term, quality involvement in learning and commitment to the process of learning (Carole Ames 1990). From the above it can be noted that for student's motivation is the internal force that guides the student behaviour to achieve the desired goals. According to Baron, 1992 & Schunk 1990 "The definition of motivation is the force that energizes and directs behaviour towards a goal." Research shows that setting objectives is an effective way of helping students learn and recall information. It is important for students to set not only long term learning goals, but the short term learning goals as well. (Briggs, Gustafson, & Tillman, 1992, p. 110)

## II. SCOPE AND OBJECTIVE

The scope of the study is limited to the ten pre-university colleges of Vizag only with the following objective –

- To understand the real problem faced by the students while learning English.
- To study the role of intrinsic and extrinsic motivational factors and institutional governance factors in students learning.
- To study the self-confidence of the student on English language

### III.METHODOLOGY

The primary and secondary data collection method has been followed for the study. Views of 80 students and 20 faculty members have been collected on five point scaling questionnaire. The secondary data have been taken from the printed and published material. The help of statistical tools have also been taken to find out the degree of relationship between the views of students and teachers on some of the institutional governance factors, respondents self-confidence on English language, and to justify the importance of intrinsic and extrinsic motivational factors on students learning.

### IV. REVIEW OF LITERATURE

This study has been made on the basis of the views of previous researchers Gardner (1979, 1985; Gardner & Lambert 1972) proposed that motivation is influenced to language learning. In this study much importance has been paid to student motivation to learn English language. Lambert (1972) suggested that individual with an integrative orientation would demonstrate greater motivational effect in learning. But Oxford & Shearin (1996) says even the best learners have experienced failures in communication. Teachers need to make learners feel comfortable even when communication is not perfect. Koestner & McClelland (1990), research on intrinsic motivation has led to the conclusion that intrinsic motivation will be greatest under conditions that foster feelings of challenge, competence, and self-determination. Umbach and Wawrzynski(2005) concurred that the educational environment created by teachers' behaviours, beliefs and attitudes has a dramatic effect on student learning and motivation. Some researchers have emphasized student motivation and effort as a key factor in engagement (Schuetz, 2008). Others highlight the way educators practice and relate to their students (Umbach & Wawrzynski, 2005), and the roles of institutional structures and cultures (Porter, 2006).

### V. ANALYSIS AND INTERPRETATION

The analysis is based on the intrinsic and extrinsic motivational factors of students such as; perception, learning habit, vocabulary memory, motives, individual personality, emotion and attitude. The extrinsic motivation of students is based on culture, sub culture, demographic profile, and social status, reference group, family and day to day activities of an individual.

Table- 2: Demographic characters of the respondents

Gender				Region		Respondents									
Male		Female		Urban	Rural	Faculty				Student					
45		55		53	47	20				80					
Urban	Rural	Urban	Rural					Male		Female		Male		Female	
18	27	42	13					12		8		33		47	
								Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
								5	7	5	3	13	20	37	10

Sources: compilation of primary information

The above table depicts the demographic characters of the respondents. 45 and 55 percent of respondents are male and female respectively. That 53 percent of respondent has from urban area, whereas 47 percent belong to rural area. That 62.5 and 65 percent student and faculty respondents' are from urban area. Out of total respondents 41 percent student respondents are male and that to 30 percent belong to urban area. Out of 12 male and 08 female faculty respondents having equal percentage belongs from both areas.

The opinions from the eighty student respondents have been collected on different parameters and shown in the following tables for analysis purpose.

#### A. Student Respondents Views On Various Questions With Regard To English Language:

Parameters	Perfectly	Almost	Partial	Poorly	Very poor	Mean	Significance
How do you understand spoken English?	10%	30%	00%	43%	17%	2.7	Low
How do you speak English?	5%	10%	5%	30%	50%	2.3	Low
How do you write English?	10%	10%	5%	15%	60%	1.6	Low
How much control you have on your mother language?	55%	20%	00%	15%	10%	4.2	High

From the above it can be observed that only 10 percent student respondents opined that they are able to understand spoken English perfectly, 30 percent expressed partially and the mean value on the opinions are 2.7 which indicates low degree of significance. With regard to speaking and writing only 5 percent and 10 percent respondents respectively opined that they can speak and write English perfectly and 10 percent in both the cases partially. The mean value in both the subject opinion depicts low degree of significance; whereas, 55 percent respondents opined they are having good command in their mother language and the mean is 4.2, which shows high degree of significance. Those who are having command on mother language it may not be very difficult for them to learn other language. According to J.Makse Patrick, Mingcal Sui, "Mother tongue has been identified as a panacea for the acquisition of 2nd language." Mother tongue interference on English language Pronunciation of Senior

Primary School Pupils in Nigeria: Implications for Pedagogy, Language in India ISSN 19302940 vol.13:8 Aug 2013. With this it can be concluded that motivational factors and institutional factors can help the student to improve their English learning standard.

Parameters	Regularly	Fairly	Occasionally	Rarely	Never	Mean	Significance
Do you perceive English learning is important?	15%	25%	27%	17%	16%	3.5	High
Do you read English newspapers?	18%	7%	5%	35%	35%	2.4	Low
Do you watch English news?	10%	5%	3%	25%	57%	1.6	Low
Do you have a habit of speaking English at home?	7%	3%	10%	15%	65%	1.7	Low
Do you speak English with your friends and teachers while discussing?	10%	5%	0%	25%	60%	1.8	Low
Do you have habit of referring English dictionary?	5%	10%	5%	15%	65%	1.8	Low

The above views of student respondents with regard to self confidence on English language depicts that 15 percent opined that they are interested to learn English and the mean value is 3.5 shows high degree of significance. This shows that respondent students are opened to learn English. 18 percent respondents expressed that regularly they are reading English news papers, 10 percent watching English news, 7 percent speaking English at home, 10 percent conversing with friends and teachers in English and 5 percent are having habit to refer English dictionary regularly. The mean value on the total is 2.1 which indicate low degree of significance. It can be interpreted that respondent students are not having good reading habits and library study that can only be developed with the help of teachers. According to David (2008)“To have competency in second language good reading habit and regular library study is required.” David A debayo Olurwole, the impact of reading habit on student’s achievement in English language. Journal of social science 17(1) 41-49 2008. With the above it can be concluded that to develop good reading habit and library study influence of institutional factors is highly needed.

Parameters	Excellent	Very good	Good	average	Poor	Mean	Significance
How is your English vocabulary memory?	5%	5%	15%	35%	40%	2.0	Low

With regard to the English vocabulary memory the 40 percent respondents opined the truth that they are very poor in English vocabulary memory. The mean value in this respect is also exhibits low degree of significance. It can be interpreted by keeping in mind the above opinion of the respondents the students are capable but lack of confidence their vocabulary memory is poor. It can improve if the student will get full support and guidance from the teachers.

Table -3 Respondents views on the intrinsic and extrinsic factors to improve motivation to learn English

Parameters	Highly Essential	Essential	Fairly Essential	Rarely Essential	Not essential	Mean	Significance
Accurate Perception and motives is needed for learning	60%	10%	30%	00%	00%	4.3	Highly

Perception drives motivation. Perception is the way we interpret the information we sense, hence perception differs from individual to individual. But for student learning perception should be accurate. Motive is an internal intuition and can be considered the stimulus that causes us to take action or engage in a certain behavior. That has to be generated by the individual student. The sixty percent students opined that accurate perception and motive is highly essential for learning whereas, ten and thirty percent respondents opined that it is essential and fairly essential respectively. The calculated mean value is 4.3 that indicate the high degree of significance, with this it can be concluded that individual perception and self; motive is a basic need for a student to learn English. According to Kevin Johnston, Demand media (2013), “You cannot force your student to be more productive. Once they perceive that meets their needs but you have the three elements in place that lead to learning prosperity: perception, motivation and action”. The New York Daily News, Business age and Nation’s business.

Parameters	Highly Essential	Essential	Fairly Essential	Rarely Essential	Not essential	Mean	Significance
Learning habit, vocabulary memory is essential	90%	05%	05%	00%	00%	4.8	Highly

Remembering and utilizing the appropriate words while writing and speaking is very much need for a student to learn new things. With regard to impact of learning habit and memory; that ninety percent respondent understands the essentiality of learning habit and developing of memory for a student. The mean value in this respect indicates high degree of significance. With this only they can learn any language and have not felt any psycho fear. Murphy, Curtiss (2011), since learning is an active process. Educational psychologists and pedagogues have identified learning habits leads to understand followed with motivation to learn. “Why games work and the science of learning”. With this it can be presumed that to be a good learner vocabulary memory and learning habit is indispensable.

Parameters	Highly Essential	Essential	Fairly Essential	Rarely Essential	Not essential	Mean	Significance
Essential of Emotion and Attitude on student learning	30%	35%	05%	20%	10%	3.5	Positive

With regard to essential of emotion and attitude on student learning, the seventy percent respondents felt the importance of attitude and emotion on student learning. Only thirty percent opined negatively. The mean value in this regard shows positive

degree of significance. Debeer(1987)<sup>1</sup> points out that students' achievement is influenced by favorable attitudes towards on self (positive self-concept) as well as the subject. With this it can be interpreted that for learning purpose attitude and emotion can be needed.

Parameters	Highly Essential	Essential	Fairly Essential	Rarely Essential	Not essential	Mean	Significance
Essential of good Culture and social status on student learning	55%	10%	05%	22%	08%	3.8	Positive

Peaceful environment is essential to create study atmosphere. To create a good atmosphere in an educational institution where cross cultured people are studying with different social backgrounds. That seventy percent respondents opined that good culture and social status influence on learning in cross culture educational institution. The calculated mean value on the views of the respondents is 3.8 which reflect positive degree of significance. Scott and Leonhardt(2005) argue that higher education is not a guarantee of economic and social capital it is the cultural skills and the social network is that develop students in HEI and its experience impact the access to economic capital. It can be concluded that in cross culture educational institution where different social back ground students are studying, peaceful environment is essential to motivate student better learning.

Parameters	Highly Essential	Essential	Fairly Essential	Rarely Essential	Not essential	Mean	Significance
Essential of good family back ground and reference group to motivate student learning	13%	17%	05%	55%	10%	2.7	Low

It has been observed that family back ground and reference group plays an important role to attract the student motive towards regular study. The student belongs from poor family back grounds are having more concentration to their study comparatively rich back ground. Thirty five percent respondents opined that family back ground and reference group is essential to motivate student learning, whereas sixty five percent respondents expressed their views negatively. The mean value also shows low degree of significance on the subject question. Lamb (2012) also found that students in rural areas who were mostly from lower social classes had weaker visions of themselves as successful users of English in the future. these findings lend support to Oyserman and Fryberg's (2006) hypothesis that when students do not encounter role models in their particular social context in a given academic domain," possible selves in this domain are likely to be missing entirely or will be so global as to be useless as a self-regulatory mechanism"(p23). With this it can be concluded that all the time the family back ground and reference group is not essential to motivate on student learning.

Table -4: Respondents view on strategies of Institutional factors to improve motivation to learn English

Parameters	Respondents	Highly Essential	Essential	Fairly Essential	Rarely Essential	Not essential	Total	Mean	Student t distribution	Significance
Essential of Creating positive environment in and outside class room	Student	80%	15%	05%	00%	00%	80/100	4.7	1.045	Highly
	Faculty	65%	30%	05%	00%	00%	20/100	4.6		

That essential of creative environment in and outside the class room is indispensable to motivate the student. The mean on the student respondents' view comes to 4.7 which depict high degree of significance and the views of the faculty are also supporting. The calculated student t distribution value at 5% level of significance is 1.045 is less than the table value i.e. 2.132. With this it can be concluded that to improve motivation among the student to learn English a positive environment both in and outside the class room are to be created by the institution and faculty members.

Essential of relevant teaching aids in the class room	Student	30%	25%	20%	15%	10%	80/100	3.5	4.197	Less
	Faculty	15%	20%	25%	25%	15%	20/100	2.9		

The above views of the respondents depict the essentiality of teaching aids in the class room. The mean value 3.5 exhibit that teaching aids in the class room have a good impact on motivation but according to the opinion of faculty teaching aids having some impact to motivate student learning. The calculated t value is more than the table value, hence it can be concluded that to create motivation among the students while learning English inside the class room teaching aids are not very essential.

Essential of enhancing students' belief	Student	65%	07%	08%	15%	05%	80/100	4.1	1.308	Highly
	Faculty	35%	30%	20%	05%	10%	20/100	3.7		

Regarding student belief, the mean values on both the respondents show very good results. The calculated t value on the essentiality of enhancing students' belief depicts the genuinity as the calculated value is less than the table value. So it can be

concluded that a belief can be created among the students that learning English is not a difficult task. Once the belief has been created then the psycho fear of foreign language will be clouded which inter alia will create interest to learn.

<i>Essential of good institutional culture</i>	<i>Student</i>	45%	25%	10%	15%	05%	80/100	3.9	2.053	Highly
	<i>Faculty</i>	20%	25%	45%	05%	05%	20/100	3.5		

To create a single culture atmosphere is very essential for an educational institution. In an educational institution students with different cultures come and join. Essential of good institutional culture means to make amalgamate cross culture into one culture so that students cannot feel themselves as a stranger. In this matter both the respondents opined positively. The mean value shows very good degree of significance in the subject matter. The calculated t value is also less than the table value at 5% level of significance. Hence it can be assumed that institutional culture puts good impact on the understanding, interest, and learning both inside and outside the class room.

<i>Essential of motivational teachers</i>	<i>Student</i>	55%	40%	05%	00%	00%	80/100	4.5	2.15	Highly
	<i>Faculty</i>	25%	65%	10%	00%	00%	20/100	4.0		

It is essential for teachers to have good motivational skills, they can motivate the students in and outside the class and create interest among them, to learn English by supporting various motivational therapy. The calculated mean value on student respondents shows very high degree of significance. The opinions of the faculty respondents also support the same. At 5% level of significance the calculated t value on the opinion of the respondents depicts that motivational teachers are highly essential to teach English as it is a foreign language and students numerous inhibitions with respect to learning a foreign language.

<i>Essential of supportive and caring teacher</i>	<i>Student</i>	55%	10%	15%	10%	10%	80/100	3.9	1.58	Highly
	<i>Faculty</i>	25%	45%	30%	00%	00%	20/100	3.9		

The mean value on both the category of respondents are equal and having good degree of positive significance on the subject matter. Calculated t value at the 5% level of significance is 1.58 which is less than the table value. With this it can be concluded that student support and caring teachers are highly required in an institution for creating an atmosphere conducive to learning.

<i>Essential of recognizing students</i>	<i>Student</i>	75%	25%	00%	00%	00%	80/100	4.7	1.02	Highly
	<i>Faculty</i>	40%	16%	35%	04%	05%	20/100	3.8		

Financial or non-financial recognition of student energies the intrinsic value of motivation. Student respondents opined very positively with mean value of 4.7 and the mean value on the opinion of faculty also show good degree of significance. The student t distribution value 1.02 is less than the table value at 5% level of significance, indicates that recognizing student of their achievement in any field related to study has positive impact on motivation.

<i>Essential learning student and faculty relationship</i>	<i>Student</i>	15%	55%	13%	11%	06%	80/100	3.6	1.67	Highly
	<i>Faculty</i>	40%	10%	15%	20%	15%	20/100	3.4		

Regarding student and faculty relationship and its impact on learning motivation, the calculated t value shows that better relationship among the student and faculty is well associated with the learning of student. With this it can be assumed that to create interest in the mind of the student to learn English the influence of relationship plays an important role.

<i>Essential of Recognizing teaching and teacher</i>	<i>Student</i>	60%	20%	10%	10%	00%	80/100	4.3	1.40	Highly
	<i>Faculty</i>	50%	10%	20%	10%	10%	20/100	3.8		

Recognizing teaching and teacher is very essential for an educational institution. It provides morale boost to the faculty. Belongingness is highly essential. To develop morale with the teachers mind, motivation is highly indispensable. It is the responsible for the management to motivate the teacher, without which institution cannot expect good result from him. A well-motivated person can motivate others in a right direction. Motivation leads to belongingness and that inter alia develops morale. The calculated t value at 5% level of significance is less than the table value. Hence recognition teaching and teacher is highly acceptable.

The various parameters associated with the institutional factors to motivate students to learn English shown in table 3 depict that institutional environment, recognizing students, to create belief, teacher and student relationship, institutional culture and recognizing teaching and teacher plays an important role. It can be concluded that students can be motivated to learn English when the governance takes due care to strengthen the institutional factors related to student and teacher motivation.

## VI. CONCLUSION

Lack of student motivation to learn English is very striking in almost all of the schools and colleges in India. It can be believed that some of the schools and colleges in other countries also face the same problem. Apart from the intrinsic and extrinsic factors and institutional governance factors, on the study of the literature, it can be concluded that if teachers, cannot motivate and develop self-confidence of students to learn directly, then they can look at alternative ways to motivate them indirectly. A teacher should encourage student to be an aspirant learner, increase their confidence, and try remove rid of anxiety they have in learning, which will lead to great motivation eventually, and thus lead to success in learning English. It can be considered that with the help of teacher students can design tasks that support student motivation. Although multilingualism is widespread in

today's world, and in many countries foreign language learning is part of compulsory education, most research conducted with foreign language learners has involved participants who study in tertiary education and younger students who come from middle-class or privileged social backgrounds. In contrast with the area of second language learning, where a great deal of research effort has been concentrated on the role of social, cultural and linguistic context (e.g. Peirce, 1995; Gardner, 1985; Gardner, Masgoret & Tremblay, 1990),<sup>2</sup> in foreign language settings the motivation and language learning processes of disadvantaged students have been rarely investigated. It is high time to take research activities on the subject.

## VII. LIMITATION

Sample size is limited to one hundred only. Coverage of the study is restricted to ten colleges of a particular area. Study is based on the respondents' perpetual views. So the findings cannot be considered cent percent correct. Further study in this matter is essential.

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