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## Introduction

Motivation has been widely accepted by both teachers and researchers as one of the key factors that in uence the rate and success of second/foreign language learning. Motivation provides the primary impetus to initiate learning English language and later the driving force to sustain the long and o en tedious learning process.

Motivation, among other psychological variables, plays an e ective role on academic achievement among students in general and English language learners in particular. Both intrinsic and extrinsic motivation can work as driving force that a ect students overall performance.

Motivation alone cannot do without actual action and ability. In order to test motivation level among learners; there are many psychometric tools that should be employed so as to guarantee an accurate measurement for motivation.

Many researchers concerned with motivation have conducted several researches and studies. e current research is an attempt to study motivation and its importance in learning.

### Statement of research problem

It appears from literature and the previous researches carried out on motivation among learners that there are many variables underlying students' motivation to learn English language. e present research seeks to answer the following questions raised by this study:

1. What is the general trend of motivation among the research sample?

2. Is there any signi cant di erence on motivation among English language learners according to class level?

3. Is there any signi cant correlation between motivation and age?

### Importance of research

is research is of prime importance on account to deal with an Area of Educational psychology. It is well-known that the research on motivation is expected to be bene cial for both teachers and learners and because of the central importance attached to motivation by practitioners and researchers alike, motivation has been the target of a great deal of research during the past decades.

### Objectives

is research aims to achieve the followings:

1. To measure motivation among English language learners at Islamic University-Faculty of Arts.

2. To identify the di erence on motivation among students according to class.

3. To test the correlation between motivation and age.

### Hypotheses

1. English language learners scored highly on motivation scale.

2. ere is signi cant statistical di erence on motivation due to class level.

3. ere is signi cant correlation between motivation and age.

### Limitations

is research is limited by both time and location. It is carried out on undergraduate students at the faculty of arts, Omdurman Islamic university in Sudan in the year 2011.

### De nition of research terms

Motivation as de ned by Richard Clement is the driving force by which humans achieve their goals.

## Literature Reviews

### Motivation

Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic [1]. e term is generally used for humans but it can also be used to describe the cause for animal behavior as well. is article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include

*Corresponding author: Dr. Ibrahim Abdelrahim Ibrahim Humaida, Educational Psychology, and Assistant Professor, Faculty of Arts & Science-Tabarjal, Aljouf University, King Saudia Arabia, E-mail: ihumaida@yahoo.com

speci c needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, sel shness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism [2]. Motivation is related to, but distinct from, emotion.

Motivation concepts

Intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by student's evaluation theory. Students are likely to be intrinsically motivated if they:

- t attribute their educational results to internal factors that they can control (e.g. the amount of e ort they put in),

- t believe they can be e ective agents in reaching desired goals (i.e. the results are not determined by luck),

- t Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

diverse ideas from the theories of Freud to the ideas of feedback control systems, such as a thermostat.

Drive theory has some intuitive or folk validity. For instance when preparing food, the drive model appears to be compatible with sensations of rising hunger as the food is prepared, and, after the food has been consumed, a decrease in subjective hunger. There are several problems, however, that leave the validity of drive reduction open for debate. The first problem is that it does not explain how secondary reinforcers reduce drive. For example, money satisfies no biological or psychological needs, but a pay check appears to reduce drive through second-order conditioning. Secondly, a drive, such as hunger, is viewed as having a "desire" to eat, making the drive a homuncular being-a feature criticized as simply moving the fundamental problem behind this "small man" and his desires.

In addition, it is clear that drive reduction theory cannot be a complete theory of behavior, or a hungry human could not prepare a meal without eating the food before he finished cooking it. The ability of drive theory to cope with all kinds of behavior, from not satisfying a drive (by adding on other traits such as restraint), or adding additional drives for "tasty" food, which combine with drives for "food" in order to explain cooking render it hard to test.

Cognitive dissonance theory: Suggested by Leon Festinger, this occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling, in retrospect, that another decision may have been preferable.

While not a theory of motivation, per se, the theory of cognitive dissonance proposes that people have a motivational drive to reduce dissonance. They do this by changing their attitudes, beliefs, or actions. Dissonance is also reduced by justifying, blaming, and denying. It is one of the most influential and extensively studied theories in social psychology.

## Need theories

Need hierarchy theory: The content theory includes the hierarchy of needs from Maslow and the two-factor theory from Herzberg. Abraham Maslow's theory is one of the most widely discussed theories of motivation.

The American motivation psychologist Abraham H. Maslow developed the Hierarchy of needs consistent of five hierarchic classes. It shows the complexity of human requirements. Maslow says that first of all the basic requirements have to be satisfied. The basic requirements build the first step in his pyramid. They decide about to be or not to be. If there is any deficit on this level, the whole behavior of a human will be oriented to satisfy this deficit. Subsequently we do have the second level, which awake a need for security. Basically it is oriented on a future need for security. After securing those two levels, the motives shift in the social sphere, which form the third stage. Psychological requirements consist in the fourth level, while the top of the hierarchy comprise the self-realization. So, theory can be summarized as follows:

- Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.

- Since needs are many, they are arranged in order of importance, from the basic to the complex.

e primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.

Broad theories: e latest approach in developing a broad, integrative theory of motivation is Temporal Motivation eory. Integrating theories of motivation introduced in their 2007 Academy of Management Review article, it synthesizes into a single formulation the primary aspects of all other major motivational theories, including Incentive eory, Drive eory, Need eory, Self-E cacy and Goal Setting. Notably, it simpli es the eld of motivation considerably and allows ndings from one theory to be translated into terms of another.

Also, Achievement Motivation is an integrative perspective based on the premise that performance motivation results from the way broad components of personality are directed towards performance. As a result, it includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as being part of performance motivation. Especially it integrates formerly separated approaches as Need for Achievement with e.g. social motives like dominance. e Achievement Motivation Inventory is based on this theory and assesses three factors (17 separated scales) relevant to vocational and professional success.

## Cognitive theories

Goal-setting theory: Goal-setting theory is based on the notion that individuals sometimes have a drive to reach a clearly de ned end state. O en, this end state is a reward in itself. A goal's e ciency is a ected by three features: proximity, di culty and speci city. An ideal goal should present a situation where the time between the initiation of behavior and the end state is close. is explains why some children are more motivated to learn how to ride a bike than to master algebra. A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success). At the same time people want to feel that there is a substantial probability that they will succeed. Speci city concerns the description of the goal in their class. e goal should be objectively de ned and intelligible for the individual.

## Models of behavior change

Social-cognitive models of behavior change include the constructs of motivation and volition. Motivation is seen as a process that leads to the forming of behavioral intentions. Volition is seen as a process that leads from intention to actual behavior. In other words, motivation and volition refer to goal setting and goal pursuit, respectively. Both processes require self-regulatory e orts. Several self-regulatory constructs are needed to operate in orchestration to attain goals. An example of such a motivational and volitional construct is perceived self-e cacy. Self-e cacy is supposed to facilitate the forming of behavioral intentions, the development of action plans, and the initiation of action. It can support the translation of intentions into action.

## Unconscious motivation

Some psychologists believe that a signi cant portion of human behavior is energized and directed by unconscious motives. According to Maslow, "Psychoanalysis has o en demonstrated that the relationship between a conscious desire and the ultimate unconscious aim that underlies it need not be at all direct.

## Intrinsic motivation and the 16 basic desires theory

Starting from studies involving more than 6,000 people, Professor Steven Reiss has proposed a theory that nds 16 basic desires that guide nearly all human behavior. e 16 basic desires that motivate our actions and de ne our personalities as:

- t Acceptance, the need for approval
- t Curiosity, the need to learn
- t Eating, the need for food
- t Family, the need to raise children
- t Honor, the need to be loyal to the traditional values of one's clan/ethnic group
- t Idealism, the need for social justice
- t Independence, the need for individuality

In this model, people di er in these basic desires. ese basic desires represent intrinsic desires that directly motivate a person's behavior, and not aimed at indirectly satisfying other desires. People may also be motivated by non-basic desires, but in this case this does not relate to deep motivation, or only as a means to achieve other basic desires.

## Controlling motivation

e control of motivation is only understood to a limited extent. ere are many di erent approaches of motivation training, but many of these are considered pseudoscienti c by critics. To understand how to control motivation it is rst necessary to understand why many people lack motivation.

## Employee motivation

Workers in any organization need something to keep them working. Most times the salary of the employee is enough to keep him or her working for an organization. However, sometimes just working for salary is not enough for employees to stay at an organization. An employee must be motivated to work for a company or organization. If no motivation is present in an employee, then that employee's quality of work or all work in general will deteriorate.

When motivating an audience, you can use general motivational strategies or speci c motivational appeals. General motivational strategies include so sell versus hard sell and personality type. So sell strategies have logical appeals, emotional appeals, advice and praise.

Hard sell strategies have barter, outnumbering, pressure and

3. Increase initiation of, and persistence in, activities

4. Enhance cognitive processing

5. Determine what consequences are reinforcing

6. Lead to improved performance.

Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

e majority of new student orientation leaders at colleges and universities recognize that distinctive needs of students should be considered in regard to orientation information provided at the beginning of the higher education experience. Research done by Whyte in 1986 raised the awareness of counselors and educators in this regard. In 2007, the National Orientation Directors Association reprinted Cassandra B. Whyte's research report allowing readers to ascertain improvements made in addressing speci c needs of students over quarter of a century later to help with academic success [5]

ere are two kinds of motivation:

t Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is signi cant. It has been shown that intrinsic motivation for education drops from grades 3-9 though the exact cause cannot be ascertained [6]. Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increases the intrinsic motivation of these students [7]

t Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

Whyte researched and reported about the importance of locus of control and academic achievement. Students tending toward a more internal locus of control are more academically successful, thus encouraging curriculum and activity development with consideration of motivation theories [8,9]. Motivation has been found to be an important element in the concept of Andragogy (what motivates the adult learner), and in treating Autism Spectrum Disorders, as in Pivotal Response erapy.

Sudbury model schools' approach

Main article: Sudbury Valley School: Sudbury Model schools adduce that the cure to the problem of procrastination, of learning in general, and particularly of scienti c illiteracy is to remove once and for all what they call the underlying disease: compulsion in schools. ey contend that human nature in a free society recoils from every attempt to force it into a mold; that the more requirements we pile onto children at school, the surer we are to drive them away from the material we are trying to force down their throats; that a er all the drive and motivation of infants to master the world around them is legendary. ey assert that schools must keep that drive alive by doing what some of them do: nurturing it on the freedom it needs to thrive [10].

Sudbury Model schools do not perform and do not o er evaluations, assessments, transcripts, or recommendations, asserting that they do not rate people, and that school is not a judge; comparing students to each other, or to some standard that has been set is for them

a violation of the student's right to privacy and to self-determination. Students decide for themselves how to measure their progress as self starting learners as a process of self-evaluation: real life-long learning and the proper educational evaluation for the 21st century, they adduce [11]. According to Sudbury Model schools, this policy does not cause harm to their students as they move on to life outside the school. However, they admit it makes the process more di cult, but that such hardship is part of the students learning to make their own way, set their own standards and meet their own goals. e no-grading and no-rating policy helps to create an atmosphere free of competition among students or battles for adult approval, and encourages a positive cooperative environment amongst the student body [12].

Business:At lower levels of Maslow's hierarchy of needs, such as physiological needs, money is a motivator, however it tends to have a motivating e ect on sta that lasts only for a short period (in accordance with Herzberg's two factor model of motivation). At higher levels of the hierarchy, praise, respect, recognition, empowerment and a sense of belonging are far more powerful motivators than money, as both Abraham Maslow's theory of motivation and Douglas McGregor's theory X and theory Y (pertaining to the theory of leadership) demonstrate.

2. One-way analysis of variance

3. Pearson's correlation coe cient

## Results & Discussion

 is section of research deals with result obtained for each hypothesis and its interpretation and discussion:

### Hypothesis (1)

It predicted that English language learners scored highly on motivation scale.

To verify this hypothesis, the researcher used T-test for one sample as shown in the table 3,4:

It appears from the tables that mean di erence is signi cant at (.000), this indicates motivation scores are high among the learners.

Discussion:  e result revealed that students, motivation for learning English was high. It was expected owing to the learners, ongoing keenness and desire to learn and master English as foreign

1. To promote students awareness towards learning process.

2. To keep learners in touch with modern English language teaching methods.

## Suggestions for Further Studies

e researcher suggested the following future researches to be carried out:

1. Motivation for learning English among secondary school students.

2. e e ect of motivation on academic achievement among college students.

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