



Analyzing Motivation Orientation to Learn English as a Second Language among PG Students of B-Schools in National Capital Region, India

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ABSTRACT

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Instrumental Motivation, Integrative Motivation, SLA, Language Learning.

Purpose While there have been studies on exploring motivation in learning second language, there is hardly any study that explores the motivation orientation of the PG level management students of India. The main purpose of teaching communication skills courses to management students is to make them employable and enable get good jobs and good salaries after completing the program. A research gap needed to be filled to find out whether motivation orientation of the PG students of B-Schools in Delhi NCR integrative or instrumental and whether attitude of the PG level management students toward second language learning is positive or negative. **Methodology** an empirical study was conducted on 80 such students at an established Business school in India. The study explored majorly two areas: Motivation Orientation of the students. Students' attitude towards learning English language. The first part would help the teachers know how to motivate the students and the second would encourage the teachers to plan activities.

Findings The findings of the research work clearly indicate that the motivation orientation of the students was majorly instrumental since they wanted to learn English to get good jobs and high salaries. In the Indian context, high paying management jobs are based on the ability of the recruits to communicate effectively in English. **Implications to Research and Practice** The paper suggests that knowing what exactly motivates the management graduates to learn English as a second language may help the teachers use more relevant teaching material and methodology.

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Introduction

English language is the most important language in the world today since it serves the purpose of a link language between the people of different places. In the Indian context too, English language holds a lot of importance. Along with Hindi, it is the co-official language of India as per the Official Languages Act 1963. The diversified nature of the country makes it imperative for the people in India to have a reasonably good command over English language to even communicate with the people within the country. Apart from this, the people in India need to know English language even to get good jobs and good salaries.

There are more than 30 regional languages and more than 700 dialects spoken in India. "The Constitution of India designates Hindi as well as English as the official languages of the Government of India." During the British Rule in India, English language was used for official purposes. The Constitution that was adopted in 1950 by the India envisaged that Hindi language would gradually be phased into replacing English over a 15-year period, but gave powers to the Parliament, by law, to provide for the continued use of English even thereafter. (<https://www.meity.gov.in/content/official-language-policy-union>).

English is taught in India right from the beginning of the education but still many of the students even at PG level are not good at speaking or writing this language. When it comes to doing business or professional communication in English, many students and even professionals miserably fail. It has been proved time and again by various researchers that the students even with valid degrees and reasonably good scores are not able to get a good job because of poor English communication skills. The private sector especially the multinational and international organizations hire only those candidates who have reasonably good command over English language both in terms of speaking and writing. The reason is quite conspicuous, in this age of globalization one needs to be capable of interacting and communicating with organizations and people from around the globe. At this juncture, English language is perhaps the only language that can help because of its prominence and global reach. Students, who speak or write poor English, lag, and remain unemployed.

The management graduates require a variety of skills to cope with the disruptions brought in by technological advancements in the modern millennium. A Skill like good communication is a very important ingredient of the skill set required by the management graduates and it is readily and properly recognized in both academics and the corporate today. These skills are integral to effective performance of the management graduates as managers and leaders of the corporate. In almost all the curricula followed by universities and institutions in India, communication skills courses are considered vital components, yet there is ample evidence to prove that even after going through these courses, the managers and leaders created by these institutions lack the required standard expected by the globalized world in terms of their effectiveness in communicating. Ability of using English language effectively is required by all the students of professional programs to get jobs in the corporate sector, and at the PG level, the importance of the language is even more.

It has been observed that Second Language Acquisition (SLA) is highly impacted by the motivation and attitude of the learners since these provide the impetus to start learning and to further sustain the tedious process. Furthermore, it has been accepted by teachers as well as researchers that motivation is indeed a prime factor in influencing the rate of success of language learners in learning a new language. The present paper attempts at analyzing the various motivation levels of the Indian PG students at Business Schools (B-Schools). It becomes quite important to know what motivates these students and professionals to learn English language. Second Language Learning does not happen in vacuum; it is based on various concrete factors that affect directly or indirectly the inclination toward learning L2 and succeeding in the process. "Apart from the role that intellectual capacity and language aptitude play in a second or foreign language learning, motivation is a major factor in the successful study of language acquisition" (R.C. Gardner and Lambert (1972) cited in Anjomshoa and Sadighi (2015)).

Selinker and Gass (2008) have defined motivation as the socio-psychological factor which is often used to explain different levels of success in second language acquisition. Melendy defines motivation as a systematic process which commences with a requirement and gradually leads to a behavior that urges an individual to achieve a goal (Melendy, 2008). Motivation is indeed one of the most prime factors that directly affect language learning. Motivation directly influences the language acquisition. It is therefore worthwhile to investigate the reasons that hamper the motivations of the students toward learning English language and to identify key aspects of motivation for the learners. These findings may be quite helpful for the language teachers to influence the behavior of the learners positively. The success of actions toward achieving a goal in life depends directly on the desire from within. The psychological factor that generates the urge in the people to move toward the goal is called motivation. It is also important to know whether the motivation for the management students is integrative or instrumental. Integrative motivation toward new language learning is the one which creates a desire in the learners to learn about the new language community and to know about new culture, whereas instrumental motivation is the one that inspires the learners to learn new language to brighten up career prospects and make material gains like money, promotions, etc. (Hong & Ganapathy, 2017).

Integrative motivation is explained by Robert C Gardner and Lambert (1959) as the desire or the willingness of the learners to know more about other language community and culture, whereas instrumental motivation is recognized by a willingness to get economic gains or a better status in the society. Instrumental motivation is more concerned with the material gains while integrative motivation is an inclination towards knowing more about a particular culture. Knowledge of both the types is required to learn a new or a second language or to make the learners learn L2 quickly. Any one of these cannot be considered to facilitate the learning process more than the other. However, knowing the motivations of the learners, it may become easier for the teachers to help the learners learn the second language as quickly and efficiently as possible. A learner may be able to learn L2 better with an integrative motivation or an instrumental motivation, or with both indeed (Crookes & Schmidt, 1991).

There have been multitudes of research focused on establishing the importance of motivation in making the learners learn the target language well. Research is still being done on the same subject because of the potential and impact the subject carries in investigating factors influencing L2 learning. In 1959, Lambert and Gardner proposed a theory related to attitudes and motivation. The theory elaborated about the different types of motivation. According to the theory, Instrumental motivation is the one that seeks financial, or material benefit out of learning the second language, whereas Integrative motivation is the inclination of the language learner toward learning about a new culture or language community, perhaps, with an intention to become part of that community.

The learners with integrative motivation strive to know more about new cultures and the practices followed in the new culture. The perspectives of different people which can be understood only through language do bring about major difference in looking at the world around. In the article 'Interplay between the convoluting forces of culture and globalization', Hassi writes that "We conclude that insights embedded with the different perspectives are conducive to a more insightful and logical debate on the interactions that unfold as the globalization of modern economies..." (Hassi & Storti, 2017). Globalization has further made it important to know each other's' languages or a link language between different cultures. Instrumental motivation makes the learners seek to learn new language to get better career prospects. In case these learners are not able to be motivated and fail to learn the new language in a proper way, they will, in the first place, not be able to get through the selection process of good companies; furthermore, even if they do get through, the companies will have to bear the burden of training these ineffective communicators. Training is an important part of the corporate which keeps its employees motivated and up to date. Well trained and groomed employees are more likely to continue job with the companies and to be productive for the organizations.

Literature Review

Gilakjani et al. (2012) believe that "the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so." There have been a lot of studies that aimed at identifying the underlying factors which motivate learners to learn the target language and there have been many studies that focus specifically on learning and acquisition of English as L2. A social psychological model was developed by Lambert (1963) that studied the impact of cognitive and affective factors on language acquisition and learning. Cognitive factors included language aptitude and the intelligence of the learners while the affective factors were attitude as well as motivation for the learners to learn a new language.

Another pioneer, R. C. Gardner, in his essay "Social psychology and second language learning", explains the motivation to acquire L2 as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity" (Gardner, 10). SLA or learning takes place depending upon a variety of factors. One of the prime factors that directly affect SLA is motivation. As Melendy (2008) puts it, motivation is a process that begins with some need and then moves to an attitude or behaviour that further takes the participant toward achieving a goal. In SLA, it points out to the desire of learners to learn and the subsequent attempts which are made to acquire the goal (Dörnyei, 1994; Kasalak & Dagyar, 2020; MacIntyre et al., 2020).

Motivation has a significant role to play in the process of second language acquisition and learning. "Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition" (Karaoglu, 2008; Nasrollahzadeh & Koramaz, 2020).

Attitudinal and motivation factors are deep within the minds of the learners and play vital role in the learning of L2 (Ghazvini & Khajepour, 2011; Yasutomi, 2020). It is widely acknowledged by language teachers, learners, and research scholars that the aspects related to motivation highly influence the success rate in SLA or learning. In fact, motivational factors may be well used to explain the failure or success in SLA. There are several models which have been postulated in the field such as linguistics and sociolinguistics with relation to SLA. The models and theories devised by researchers like Gardner and Lambert opened a new horizon for further research on the significant topics related to motivation - integrative or instrumental.

The reason to study the motivation of the learners towards learning a L2 is that it has been realized by the researchers that without ample motivation, even the learners who have the potential are not able to achieve the long-term goals. In other words, if learners lack the motivation, they cannot acquire or learn a second language even if they are taught the best curricula by the best teachers. Guilloteaux (2007) opined that the learners need to have some degree of motivation in them. Ebata (2008) believes that motivation makes the learners self-confident and helps them learn the second language successfully.

Language Learners from varied parts of the world might have different approaches to learning second language and might have different reasons to get motivated to learn the second language. According to a study by El Dash in 2001, students who come from South America have different motivation than their northern counterparts. Students from South American have more instrumental motivation toward L2 learning as compared to the students from North America.

Chalak and Kassaian, in a study, examined the motivations and attitude of Iranian L2 learners and concluded that the learners had positive attitude towards L2 learning and their motivation orientation towards learning English language was both instrumental and integrative (Chalak & Kassaian, 2010). Whereas the language learning motivation orientation of Malaysian secondary students were recorded to be instrumental since they wanted to learn English language to get jobs (Ming et al., 2011). The tertiary level Chinese students' attitude towards learning English as a secondary language was positive and their motivation orientation was more instrumental than integrative (Liu, 2007). Saranraj and Meenakshi conducted a study to investigate the influence of motivation and anxiety in L2 learning among the engineering students in Dharampuri, India. They found out that motivation was very closely related to students' L2 achievement, and it is very essential to enhance learners' motivation to learn a second language (Saranraj & Meenakshi, 2016). Ghazvini and Khajepour used the Gardner's Attitude/Motivation Test Battery to investigate Iranian high school students' attitudes and motivation to learning English language. The study concluded that the female students had more integrative motivation while the male students had more inclination towards instrumental motivation (Ghazvini & Khajepour, 2011).

Juniar (2016) explored the role of motivation in learning English. The study was conducted for Indonesian students. The author concluded that the factors affecting motivation are both personal and external. Further, the study proposed that "Goals increase motivation if they are specific, moderately difficult, and able to be reached in the near future. Student motivation to learn is both a trait and a state." Another study conducted in Vietnam to explore the motivations of students at University level concluded that "Students were motivated in learning English due to intrinsic factor (personal factor). They realized the importance of learning English and they had a desire to learn English (I am interested in learning English) to obtain the English proficiency. It could help them to get their dream jobs in the future... (Dang & Ha, 2021)"

There have been studies in India too which explore and investigate motivation factors and types of motivations to learn a new language. Al-Amr (1998) had suggested that there were indeed various valid factors that showed that instrumental motivation was more relevant than the integrative motivation, in the Indian context. Suganya and Soundararajan (2017) explored the learners' individual and interpersonal factors which influenced or impacted the motivational aspects to learn English as a foreign language. The authors believed that knowing such impact can help teachers to get better teaching outcomes.

The review of literature clearly shows that there have been a lot of studies in this area which explore, investigate factors affecting motivation; attempt to find out type of motivation exercised by students at school level, college level and University level and describe motivation and its types. The current paper, however, aims at exploring the motivation of the PG level Management graduates specifically, which so far has not been done. The current study investigates the motivation orientation of the postgraduate level management students at a reputed private Business School in the National Capital Region of India. The study also attempts at finding whether the attitude of the students towards learning English as a second language is positive, neutral, or negative.

The author worked with a Business School for 6 years and observed how the communication skills courses' objectives were failing. This compelled the author to explore what would make the management graduates more interested in Communication skills courses and how their communication skills could be honed effectively. The first stage towards learning or improving is always the willingness within and this willingness is directly related to the motivation. Thus, it was decided to study the motivation orientation of the management graduates.

In order to conduct the study, and on the basis of the literature review, the following research questions were taken up for further investigation:

1. Is the motivation orientation of the PG students of B-Schools in Delhi NCR more integrative or instrumental?
2. Is attitude of the PG level management students toward second language learning positive or negative?

These research questions are framed on the following research objectives

1. To explore basic aspects of motivation for PG level management students for learning English as a second language

2. To investigate the type of motivation (Instrumental or Integrative) orientation that is more prevalent in the management students
3. To study and explore the attitude of the management students towards learning English as a second language

Methodology

Research Design

The sample for the investigation included 80 respondents who were students of Post Graduate Diploma in Management (PGDM) at a reputed B-School in the National Capital Region (NCR) of India. The sample included 46 male and 34 female students studying in the final of their 2-year postgraduate program in management at a reputed Private B-School in the National Capital Region of India. The institute offers 2-year PGDM program which is monitored by All India Council for Technical Education (AICTE), a statutory body and a national-level council to monitor technical education in the country. AICTE comes under the Department of Higher Education, Ministry of Human Resource Development. The age of these students ranges from 21 to 26 years. The students had studied English as a subject in their schools and undergraduate colleges. The medium of instructions for all the respondents has been English. At the postgraduate level, these students studied English Language communication skills course called Business English in the first year and Managerial English in the second (final) year of the program. PGDM is a 2-year course which is at par with MBA (Master's in Business Administration). The modified AMTB was administered to 80 PG level students of a professional course. It is assumed that the students of professional courses would have more inclination toward instrumental motivation than integrative motivation.

Research instrument

The questionnaire "The Attitude/Motivation Test Battery" used in this study is a set of more than 130 test items in which respondents are asked to rank on one of three scales: Likert, multiple choices, and a semantic differential. Students were asked to respond to the questionnaire out of their own free will and had the right to not to participate in the survey. The respondents, the PG level students of a B-School in Delhi NCR were asked to record their responses on 5-point Likert scale about the importance of each factor related to learning English language as L2. The questionnaire administered, aimed at finding whether the motivation in these respondents was instrumental or integrative and to what level, and whether their attitude toward learning English as L2 was negative or positive.

Numerical indices for several responses were calculated. These indices in turn are combined to yield a composite attitude/motivation index (Williams & Burden, 1997). The scale used in the study was a modified version of "Gardner's Attitude/Motivation Test Battery (AMTB)". The English version of modified AMTB was administered to the students, the respondents in the study. Out of 130 items, 23 items were identified to be used for the current study. The instrumental orientation motivation construct included 8 items; the integrative orientation motivation had 5 items; and the attitude toward SLA had 10 items. Table 1 presents these items.

Table 1

Items in the Questionnaire (Adapted from Gardner's AMTB)

Item No.	Statement
1	I want to learn English to improve my chances of getting a job.
2	I want to learn English to get high paying job.
3	L2 proficiency will have financial benefits for me.
4	L2 proficiency will help me in training for the future job.
5	English Language proficiency will help me have better opportunities after my PG.
6	L2 will give me an edge over other candidates for the job.
7	I want to learn English as it will help me while travelling abroad.
8	I am learning L2 as I want to settle abroad.
9	L2 allows me to understand the other culture.
10	L2 learning is one way to learn about another culture.
11	L2 will help me appreciate the foreign culture and people.
12	L2 gives me confidence to understand the other culture.
13	I want to socialize with foreigners that why I am learning English.
14	I want to communicate with the English people in their native tongue.
15	I am fascinated when I hear foreigners speak in English.
16	I enjoy surfing websites which give information about improving L2.
17	I feel comfortable while speaking in English in my language classes.
18	I enjoy learning L2.
19	I feel delighted when my teacher acknowledges and appreciates my progress in language classes.
20	I believe I have the ability to learn English as a second language.
21	I am learning L2 as I want to interact with the foreigners well.
22	I want to socialize with foreigners that's why I am learning English.
23	I really enjoy learning English.

The original scale, that is, 6-point Likert scale was modified to 5-point scale that had a range from Strongly Agree to Strongly Disagree.

Sampling and Procedure

The respondents of the study were students from a reputed Business School located in the NCR, India. The students were from different socio-economic, linguistic, and academic backgrounds. But all the respondents had the basic understanding of English, so, the questionnaire presented to them was in English. The focus, however, was on investigating two types of orientations toward motivation namely instrumental and integrative. To assess the instrumental motivation, that is the material expectation or gains being eyed by the learners, eight items were included in the questionnaire whereas in order to evaluate the integrative motivation, that is, the keenness of the learners to know more about the new language culture and community, four items were included, and nine items were included

to investigate the attitude of the learners toward SL learning as to whether the attitude was positive or negative.

The collected data was entered into the computer and then was quantitatively analyzed using SPSS. Descriptive statistics including mean, frequency and standard deviation were carried out for all the items in the study. The paired samples T-Test was carried out to find the difference between instrumental and integrative motivations of the respondents.

Data Analysis

Internal consistency of the AMTB was proven and it had a good reliability and validity. The modified scale was checked for internal consistency and reliability by applying Cronbach's Alpha. The value of α for the overall scale (23 items) after modification was 0.82. Thus, the scale was highly reliable. The instrumental motivation subscale consisted of 8 items ($\alpha = 0.76$), the integrative motivation subscale consisted of 5 items ($\alpha = 0.70$), and the neuroticism subscale consisted of 10 items ($\alpha = 0.71$). (Figure 1)

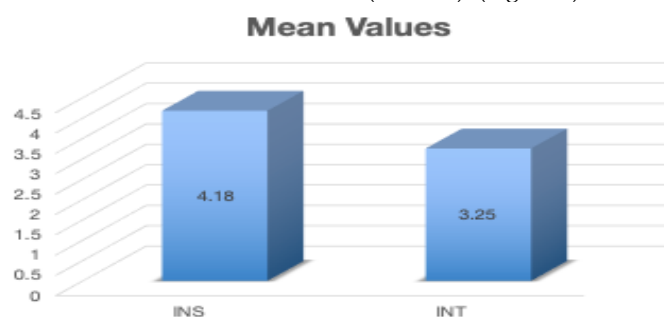


Figure 1: The overall mean scores of Instrumental (INS) Motivation and Integrative (INT) Motivation

Source: Research results

Results and Discussion

There was clear evidence that most of the responding students were more inclined toward instrumental motivation as they sought to learn English for better job prospects (Figure 1, Table 2 and 3). The overall Mean score for items related to Instrumental Motivation ($M = 4.18$) is greater than the overall Mean score for the items related to Integrative Motivation ($M = 3.25$) pointing to the conclusion that the respondents were more inclined towards instrumental motivation rather than integrative motivation. The lowest Standard Deviation in the items for Instrumental Motivation is in item no. 5 ($SD = 0.58$), Table 2, which shows the homogeneity of the responses. It shows that almost all the respondents have in their mind that learning English as a L2 will fetch them better and more job opportunities after their PG program.

Other statements that received relatively lower Standard deviation is 7 ($SD = 0.67$). The respondents are aware that English language can help them while they will travel to foreign countries. Responses to statement 3, 4 and 6, also show uniformity to a good extent and further strengthen the notion that they are learning English to help themselves with material gains.

Table 2

Mean Responses for Total Number of the Respondents with SD (Standard Deviation) for the Items Referring to the Instrumental Motivation Orientation

Item No.	Mean N=80	SD N=80
1	4.38	1.01
2	4.05	1.09
3	4.04	0.80
4	4.18	0.81
5	4.59	0.58
6	4.30	0.78
7	4.35	0.67
8	3.61	1.25
Overall Mean Score	4.18	

In terms of integrative motivation orientation, the respondents do want to know about the new culture and want to be confident in understanding the new culture. This is because of the globalization. The would-be managers, the management students, will be joining the multinational companies after the course and they are quite aware that they need to know the cultural differences and cultural similarities with employees from other countries. Since English language is a kind of link language, it will certainly help them understand the other culture. The lowest Standard Deviation in the items related to Integrative Motivation is in the item no. 5 ($SD = 0.58$), that shows that students do know that learning English language will enable them to understand the other culture and of course people from other countries. However, relatively higher Standard Deviation values in other items related to Interactivity show that their inclination towards the same is not very strong. Mean scores of the items 9, 10 and 11 in Table 3 (3.04, 3.28 and 3.35 respectively) show that the students are aware that learning English language will enable them to understand and appreciate the other cultures but the relatively lower mean score of items 5 (2.50), clearly shows that the students, as of now, are not very interested in socializing with people of other cultures. Their main objective is to get good jobs and good salaries. This tells us that their integrative motivation is less as compared to their instrumental motivation.

Table 3

Mean Responses for Total Number of the Respondents with SD (Standard Deviation) for the Items Referring to the Integrative Motivation Orientation

Item No.	Mean N=80	SD N=80
9	3.04	1.18
10	3.28	1.31
11	3.35	1.10
12	4.06	0.78
13	2.50	1.10
Overall Mean Score	3.25	

Responses to the statements referring to the attitude of the respondents toward learning English language as L2 are towards the positive side. The lower Standard Deviation for the statements nos. 1 and 10 implies that the learners have positive attitude toward learning English as L2. They enjoy learning English, and they want to communicate in English with the people from English speaking countries. Overall, the attitude of the learners seems to be more “neutral” than “positive”. The responses to the items 1, 5 and 10 clearly depict that the attitude of the respondents is not very strongly positive and tend to be towards neutrality. The Standard Deviation that ranges between 0.6 and 1.3 is neutral and, at the very least, implies that most of the respondents do not exhibit any negative view toward learning the target language that is English (Table 4). However, the learners do not seem to be very inclined towards interacting with the foreigners; their focus is getting good placements. They do not even long to interact with the foreigners nor do they find it much fascinating to hear the native speakers speak in English.

Table 4

Mean Responses for Total Number of the Respondents with SD (Standard Deviation) for the Items Referring to the Attitude of the Learners towards English as a Second Language

Item No.	Mean N=80	SD N=80
14	4.35	0.67
15	3.93	0.95
16	4.03	0.78
17	4.01	0.98
18	4.38	0.78
19	4.16	0.99
20	3.61	1.25
21	3.93	1.20
22	3.83	1.28
23	4.28	0.76
Overall Mean Score	4.05	

Addressing the first research question whether the motivation orientation of the PG level management students is instrumental or integrative, the means of the both criteria have been compared using Paired Samples T-Test. T-test was conducted to see whether the difference between the overall scores of instrumental motivation and integrative motivation was significant or not.

Table 5

Paired Differences

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 INS-INT	.94094	.69288	.07747	.78674	1.09513	12.146	79	.000

Table 5 shows that the Value of $p < 0.001$, while t observed = 12.146; t (79) critical = 2.00 (T-Value table at Confidence Level 95%), T observed is greater than t - critical; $p < 0.001$. This proves that the difference is significant.

Conclusion, Implications and Limitations

The findings of the research work clearly indicate that the motivation orientation of the postgraduate level management students of B-Schools in the National Capital Region of India is more instrumental than integrative. The main purpose of teaching communication skills courses to these management students is to make them employable and enable get good jobs and good salaries after completing the program. They, of course, don't mind socializing with the people from other countries or knowing about the new cultures, but that is not their major goal of doing a management course. It was interesting to find that the attitude of these students is also positive towards learning English as a second language.

The aim was at finding whether the motivation was more instrumental or integrative in orientation. The study also took into consideration the general attitudes of the learners toward SLA and in this regard the non-negative attitude of the respondents toward English language learning was the prime conclusion drawn from the study. The well perceived utility of English language in helping the B-School graduates in getting good jobs was the major attribute identified by means of the study. For these management students, instrumental motivation orientation is more deciding than the integrative motivation orientation. The students seem to be more inclined toward instrumental motivation as their immediate expectation from English language learning is getting better job opportunities and better salaries. The students do seem to be interested in learning about new culture or society, however, the interest of these business graduates is more in getting good jobs than knowing about new cultures. In terms of attitude toward SLA, the students showed a rather neutral approach except for a couple of items where they were very positive such as appreciation and acknowledgement, they get from the language teachers.

Motivation is a very essential stimulus to improve the learning process of the language learners. If the language or communication skills teachers can identify the motivation of the learners behind learning a second language, the course design and the delivery may be modified accordingly, and the classes will become more effective. Focus of the professional students is on improving their chances of getting good jobs after the competition of the course. They are not against learning about the new culture, but they do not seek to learn the target language to learn about the new culture. They do know the importance of being aware about the different cultures and they are also interested in understanding the basic nuances of different cultures but their focus of learning English language as L2 is to get better job opportunities and better salaries. The attitude of the students has been found to be positive towards learning English language communication skills. It is satisfying to see that these PG level management graduates do want to improve their English language communication skills. The only thing that the teachers must keep in mind is that the exercises must be designed in such a way that the students can relate the outcome of those to their professional aspects.

The foremost limitation of the study is the scale itself which can be distorted by various

causes. The respondents, while responding to the questionnaire, might exercise central tendency bias or the acquiescence bias. They may either agree or disagree with almost all the statements without even going through them. Sometimes, the respondents may try to portray themselves in the favorable light and would choose only positive statements. It is generally assumed by the researchers that the respondents will respond very honestly and truthfully; Nevertheless, there is always a chance that the items in the questionnaires are sometimes, no matter how well phrased, tend to skew down the results by making some respondents "flatter themselves," or to "appease what they may perceive as an unseen authority behind the questionnaire" (Hashimoto, 200 2, p. 35).

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