

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

The focus of this study is to determine the rank of the selected motivation components among university students in learning English, the factors that affect their motivation, and the differences in the degree of motivation between female and male students in learning English as a second language. In this chapter, the results of the study will be reported. To answer the first research question, this chapter will first look at the frequency distributions and the mean score for each motivation component. Subsequently, the analysis of the items in the Motivation Scale will be discussed to answer the second research question. This will be followed by a discussion of the Kruskal-Wallis test results and the analysis of the items in the Motivation Scale to answer the third research question.

The present study has 189 participants. Nevertheless, it is important to state that not all participants answered all items in the questionnaire. The total number of responses is shown at the end of each table of the analysed item (refer to Appendix B).

4.2. The findings of the study

4.2.1. The participants' motivation

The following table (Table 4.1) shows the results based on the participants' responses to all the components in the Motivation Scale.

Table 4.1: Mean rank order of motivation components

Motivation Components	Mean
Instrumental Motivation	143.5
Integrative Motivation	125.8
Ability	106.6
Expectancy	106.5
Valence	94.5
Effort	49.3

The results show that the participants demonstrate both integrative and instrumental motivation with instrumental ranking highest and effort lowest. These findings support the claim made by Brown (1987), Kitao (1993), Ono (1996) and Moivaziri (2007) that these two orientations of motivation are not necessarily mutually exclusive.

The high mean score for instrumental motivation in the study implies that the participants learn English for utilitarian purposes: from getting good grades in university to getting a job.

The participants also show that they have a high perceived ability in learning English with a mean score of 106.6. This is followed closely by expectancy, which scored 106.5. It is interesting to note that the participants do not indicate that they have high valence to learning English as reflected through the mean score of 94.5.

In addition, very few of the participants of this study put in a lot of effort in learning English as effort ranks the last with a mean score of 49.3. This might be due to the fact that the participants are motivated instrumentally and most of them learn the language because it is compulsory. Hence, most of the participants put in little effort or just enough effort to pass the course.

4.2.2. The factors affecting participants' motivation

In order to ascertain the factors that influence the participants' motivation, an analysis of the items in the questionnaire was done. The following sections report the results of the analysis.

4.2.2.1. Integrative motivation

It is evident that the participants are integratively motivated mostly because they feel that studying English will help them communicate when they travel to English-speaking countries. This may indicate that the participants are looking forward to going abroad at some point in their lives, whether for holiday, work or extended studies. The majority (54.79%) of the participants strongly agree that studying English will help them communicate in the language when they travel to English-speaking countries. 30.32% of the participants agree with this statement, followed by 11.17% of the participants

who somewhat agree with the statement. From the analysis, it is also indicated that this is one of the important considerations when studying English as only a small percentage of the participants fall under the somewhat disagree (2.13%), disagree (0.53%) and strongly disagree (1.06%) categories respectively.

The second most important factor that affects the participants' motivation to learn English is that they want to converse and communicate with English-speaking friends. With the government's effort to make Malaysia a hub for education, there is an influx of foreign students into the country. The participants have more opportunities to meet foreign people in university. The majority of the participants (42.78%) strongly agree that studying English will help them converse and communicate with English-speaking friends. This is followed by 35.83% of the participants who agree with the statement. Only 5.35% of the participants somewhat disagree with this statement.

The majority of the participants (40.96%) also strongly agree that studying English will help them meet and converse with more people and with people from different backgrounds. It is important to note that some of the foreign students who enrol in the university may not necessarily be from an English speaking country. The fact that they do not share a common mother tongue made English the lingua franca. Thus, the participants feel that it is relevant for them to study English if they want to converse and communicate with students from different language backgrounds. Just a small percentage of participants (3.19%) disagree that studying the language will help them meet and converse with more people.

The participants in this study also indicated that the motive to study English in order to understand English arts, literature or the Western cultural heritage is not all that strong.

The majority of the participants, which is only 30.85%, somewhat agree that learning English will help them understand Western cultural heritage. 20.74% of the participants somewhat disagree with this. In terms of better understanding English arts and literature, only 27.81% of the participants agree that this is one of the important considerations when studying English. However, 17.11% of the participants somewhat disagree with this. This is understandable as the participants probably find it hard to relate to English arts and literature and the Western cultural heritage, as they do not have a lot of exposure to these elements. In addition, these elements could be viewed as not useful as they failed to see how this knowledge could be utilised. Their response also indicates the participants' lack of interest in arts, literature and cultural heritage.

4.2.2.2. Instrumental motivation

Based on the analysis for items 5, 6, 7 and 10, it appears that the participants have high instrumental motivation. It is not a surprise that the participants have reported that the main factor that motivates them to learn English is that this language will help them in getting a job. Almost 61% of the participants strongly agree that their motive for studying English is that it will help them in getting a job. This is followed by 27.27% of participants who agree with this statement. A very small percentage strongly disagree, disagree or somewhat agree with this.

The next determining factor that affects the participants' instrumental motivation is the fact that English is an important language for economic development. The participants feel that this is a crucial factor to study English. The majority of the participants (48.40%) strongly agree that English is an important language in the economic development of the world. 33.51% of the participants agree with this statement,

followed by 13.30% who somewhat agree with the statement. Just a small percentage of the participants, 3.72%, somewhat disagree with this statement while 0.53% of the participants disagree and strongly disagree with this.

It could be implied that the participants were well aware that English is an important language and with more and more foreign investors coming to Malaysia, more job opportunities are created. Hence, mastering English is fundamental both for employment and advancement in career.

The next factor that affects the participants' instrumental motivation is the English requirement for university. Slightly less than 40% of the participants strongly agree or agree that they study English because they need it for university (to fulfill a university requirement). 12.23% of the participants somewhat agree with this statement while just 2.66% state that they strongly disagree that studying English will help them because they need it for university. As stated earlier in Chapter One, since the 1990s, with more foreign colleges and universities being set up in Malaysia, English has become the medium of instruction for almost all subjects in university.

From the top three factors that the participants have reported, it is clear that the participants are looking ahead into the future as they are motivated to learn English, mostly because of the importance of the language for employment. The participants also feel that English is important for economic development. The last factor that affects the participants' motivation is the need for English to fulfill a university requirement.

Interestingly, almost 40% of the participants also agree that studying English will help them better understand the problems that English speakers face.

4.2.2.3 Effort

Based on the analysis, it is clear that most participants put in just enough effort to learn English or pass their English examinations as indicated in items 11, 12 and 15. The 'just-enough-effort' could be due to the fact that English is a compulsory subject that most students have to take in order to fulfill a university requirement, to get a job, to fulfill the expectations of their parents and the society or to fulfill other instrumental needs. Thus, for most participants, the interest in learning the language does not come intrinsically. Spolky (1989, as cited in Gardner and MacIntyre, 1989) states that the importance of the reason (or reasons) to learn a particular language will determine how much effort the learner puts in.

The majority of the participants (41.71%) feel that they try hard to learn English. 36.90% of the participants actually enjoy doing all the work needs to be done in their English class. While 5.88% state that they pass based on sheer luck and intelligence. 36.90% of the participants state that they think about the ideas and words that they have learned in class several times during the week. 23.53% of the participants think about them daily. While 29.41% state that they think about them once or twice a week. The remaining 10.16% state that they hardly ever think about what they have learned in their English class.

The majority of the participants (50.53%) state that they correct their mistakes when they have the time to do so. 4.79% of the participants state that they just put their English assignments away and forget about them. Only 18.62% of the participants have reported that they always rewrite and correct their mistakes.

In items 13 and 14, the majority of the participants indicate that they put in just a little effort. For instance, they spend one hour per week, to practice the language after class and only correct their mistakes when they have the time. From the analysis, the majority of the participants (41.18%) spend one hour per week to practice the language after class. While 27.81% spend four hours per week to practice the language. 21.93% do not take time to practice the language at all. For item 14, the majority (41.40%) of the participants show that they answer questions when they have been called upon. While 19.35% state that they are not necessarily active in speaking the language in class. 23.66% report that they always correct their wrong answers by rewriting them.

This result is similar to the Liu's study (2007) in China and Madileng's study (2007) in South Africa, whereby, the participants acknowledged that English is a significant language to learn. Nevertheless, the participants stated that that they did not put in a lot of effort in learning English – often their effort was just enough to pass their class. This analysis supports the finding that the participants were instrumentally motivated.

However in item 16, the majority of the participants (46.77%) state that they put in a lot of effort in trying to speak English in a wide variety of situations and as much as possible. However, 2.69% of the participants state that they never try to speak English

after class. 26.34% of the participants state that they speak English after class when they have to. This is the only item in the section that has the highest responses where the participants show that they put in a lot of effort. This implies that the participants feel that spoken English is very important to them. The fact that the participants put a lot of effort in speaking the language further confirms how important some factors are to their motivation, specifically, to meet and converse with more people, for travel orientations and for gaining knowledge.

4.2.2.4. Valence

In general, the trend that could be seen from the analysis of items 1 to 6 is that they are fewer responses for the 'very significant' category, with the exception of item 4.

The participants tend to value all the outcomes listed in the questionnaire significantly although a high percentage of the participants feel that to speak English fairly fluently is the least significant outcome for them. The majority of the participants (32.45%) feel that to speak English fluently is the least significant goal for them. Only 18.09% feel that to be able to speak English fluently is a very significant outcome for them. This is followed by 27.13% who feel that speaking English fluently is a significant outcome for them.

Overall, the participants feel that to be able to communicate in basic English is more important to them. The majority (37.77%) of the participants feel that to be able to communicate with English speakers in basic English is a more significant outcome for them. While 21.81% of the participants feel that this outcome is very significant, 28.19% of the participants feel this is the least significant outcome for them. This could

explain why the participants exerted just enough effort in learning English as per discussion in the previous section.

The analysis also supports the finding that the participants are instrumentally motivated. This is indicated in items 3 and 4, where the majority of the participants feel that to develop comprehension of reading assignments and to receive 'A' in their course are significant outcomes to them. Most participants (35.11%) feel that to develop comprehension of their reading assignments is a significant outcome for them. 18.62% feel that this outcome is very significant. 31.91% feel that this is the least significant outcome while 12.77% feel that this is the least insignificant outcome. The majority of the participants (29.57%) also feel that to get an A is a significant outcome of their English class. This percentage is followed by 28.49% of the participants who feel that this is a very significant outcome for them. 22.04% of the participants feel that this outcome is the least significant to them.

It is also worthy to note that although the participants are keen in developing comprehension of reading assignments and receiving 'A' and value these learning outcomes significantly, the majority of the participants (31.91%) also state that to understand English people and their way of thinking is a significant learning outcome for them (item 5). 31.91% of the participants value this as a significant outcome for them. This percentage is closely followed by 27.66% of the participants who feel that to better understand English people and their way of thinking is the least significant outcome for them.

With regard to item 6, the majority of the participants feel that to better learn about the English culture and customs is not necessarily a learning outcome they value. The

majority of the participants do not value this outcome as 30.32% of the participants feel that to better learn about the English culture and customs is the least significant outcome for them. The percentage of those who feel this outcome is significant and least significant is the same (22.87%).

This is similar to the results obtained by Liu (2007) where students in China were found to put less value on learning the English culture as well. Unlike China, English is the second language in Malaysia. It is widely understood and spoken, and the amount of exposure that one has to English language is often unlimited. However, just like in China, students here too often do not have the chance to meet with native speakers of English. Thus, they get very little exposure to the English culture and customs.

4.2.2.5 Expectancy

The majority of the participants expected a probability of 70% or above for them to achieve the outcomes listed in the questionnaire with the exception of items 1 and 6. The participants demonstrated high expectancy in achieving the following outcomes from their English class: to communicate in basic English, to develop comprehension in their reading assignments, to receive 'A' and to better understand English people and their way of thinking.

Interestingly, while the participants do not feel that they will be able to speak English fairly fluently from attending their English classes, most of them feel that there is a higher probability (around 80-90%) that they will be able to communicate in just basic English. The majority of the participants (19.89%) expected a 70% probability that they will be able to develop comprehension of their reading assignments from attending their

English class. Only 17.13% of the participants expected a 100% probability. Most of the participants (20.11%) also state that there is an 80% probability they will be able to get “A” in their course. Only 11.17% of the participants expected a 100% probability to achieve this outcome, while 14.53% of the participants expected that there is a 50% to a 90% chance that they will be able to receive “A” for their course.

The analysis indicates that most of the participants feel that there is a 70% probability that they will be able to understand better the English people and their way of thinking from attending their English class. 16.29% of the participants expected only a 50% probability while 9.55% participants expected a 60% probability in achieving this outcome.

The participants demonstrated low expectancy in achieving this outcome: to speak English fluently. The majority of the participants state that there is a 50% probability that they will be able to speak English fluently from attending their English class. Only 7.34% of the participants feel that there is a 100% probability that they will be able to speak English fluently.

This implies that the participants probably feel they have not learnt the language long enough or in depth, to enable them to speak English fluently, or perhaps the curriculum that they follow does not prepare them for this outcome, or they are just simply not interested to learn to speak English fluently.

The participants also demonstrated low expectancy in learning about the English culture and customs. 17.32% of the participants expected a 50% probability that they will be

better able to learn about the English culture and customs from attending their English class. The majority or 18.44% indicated an 80% expected probability while only 7.26% of the participants feel there is a 100% chance for them to be better able to learn about the English culture and customs from attending their English class.

As their valence to this outcome is low, it is not surprising the participants did not have high expectancy to achieve this outcome. As discussed earlier, the lack of exposure to native speakers of English could be the reason why the participants demonstrated the low expectancy. In addition, this implies that this outcome is not attainable to them. When the outcome is not attainable to them (lack of valence), students tend to have less expectation (Chen and Sheu, 2005).

4.2.2.6 Ability

From the analysis, it can be stated the majority of the participants perceived that they have high ability (at least 70% and above) to achieve all the learning outcomes, with the exception of item 6, which is, to learn more about the English customs and culture. Item 6 has also registered a low percentage in terms of valence and expectancy.

The majority of the participants (23.86%) estimated they only have 50% ability to achieve this outcome. Only 6.25% of the participants responded that they have 100% ability to learn more about the English customs and culture, while 1.14% of the participants have 10% ability to achieve that particular outcome. The fact that the participants valued this outcome less has perhaps also affected their expectancy to achieve it.

The majority of the participants estimated that they have 80-90% ability to speak English fluently. Only 2.21% of the participants responded that they have 20% ability to speak English fluently. The majority of the participants (19.89%) estimated their ability to communicate with English speakers in basic English to be 70%. 17.13% estimated 100% ability and 0.55% estimated 10% ability. Most of the participants (20.11%) estimated their ability to develop comprehension of their reading assignments to be 80%. 11.17% of the participants estimated 100% ability while 0.56% estimated 10% ability. 1.12% of the participants feel they have only 10% ability to receive “A” in their course. 10.11% estimated 100% ability, while the majority of the participants (19.10%) estimated 70% ability to get “A” in their course.

The majority of the participants (18.44%) estimated that they have 80% ability to better understand the English people and their way of thinking from attending their English classes. 7.26% estimated 100% ability and 1.12% of the participants estimated that they have only 10% ability to achieve the outcome.

From their estimation of ability, the attitude of the participants could also be determined. In general, the participants showed a positive attitude towards their ability in learning English. The majority of the participants estimated that they have high ability (70% and above) to achieve almost all the learning outcomes.

4.3. Gender and motivation

4.3.1. Differences in motivation and gender

In order to address the third research question regarding the degree of motivation among males and females, composite scores on the subscale of motivation and descriptive statistics were computed for each participant and a Kruskal-Wallis test was carried out. Gender (female vs. male) is used as an independent variable while the components of motivation (integrative motivation, instrumental motivation, effort, valence, expectancy and ability) as dependent variables. The results are presented in Table 4.2:

Table 4.2: Gender and motivation differences

Motivation Components	Mean Score		Significant
	Male	Female	
Integrative	79.55	106.34	.01
Instrumental	84.88	102.43	.28
Effort	85.86	101.71	.48
Valence	85.98	101.62	.52
Expectancy	82.22	97.21	.58
Ability	81.92	97.42	.50
Overall Motivation	83.25	103.65	.11

The results of the Kruskal-Wallis test for male and female participants show that there is a difference between them in their motivation. All components of motivation except valence and expectancy register a significant difference in the mean score.

The results show that females (103.65) have a higher mean score as compared to males (83.25). The statistics reveal that females are more motivated than males with a significant difference of .11.

Although the overall findings of this study show that the participants are instrumentally motivated, the result of the Kruskal-Wallis test as shown in Table 4.2, shows that females are more integratively motivated than males. The female participants are more integratively than instrumentally motivated, whereas, the male participants show that they have higher instrumental than integrative motivation.

The next section will discuss the analysis of the items in the Motivation Scale (MS) based on each component of motivation.

4.3.2 Integrative motivation

In terms of integrative motivation in learning English as a second language, females (M=106.34) are more motivated than males (M=79.55) with a significant difference of .01 (see Table 4.2).

From the analysis, both the female and male participants have demonstrated that they are integratively motivated, although the female participants have registered more positive responses to the above statements than the male participants.

The factors that motivate them in studying English are the need for the language in helping them to meet and converse with different people, to help them communicate with English-speaking friends and English is needed when they travel to English speaking countries.

The majority of males and females (38.75% and 42.59%) strongly agree studying English will help them meet and converse with different people. 37.96% females agree with this statement as compared to 31.25% males. However, there is a small percentage of participants who disagree with this statement - 5.00% for males and 1.85% for females. Half of the female (50.46%) participants strongly feel that studying English will help them converse and communicate with English-speaking friends while 32.05% of the males feel the same way. 38.46% males agree with the statement above as compared to 33.94% females. 2.56% of the males and 0.92% of the females strongly disagree with this statement. The majority of males (48.10%) and females (59.63%) also strongly agree that studying English will help them communicate when they travel to English-speaking countries. 30.38% males and 30.28% females agree with this statement. Only 2.53% males strongly disagree with this statement while no female is reported to strongly disagree with the statement.

In addition, the female participants have demonstrated that they are also motivated to learn English because English will help them learn about other cultures and understand the world better (item 3). Both males (35.00%) and females (44.44%) agree that studying English will help them learn about other cultures and understand the world better. 30.56% females strongly agree with this statement as compared to 18.75% males. While 6.25% males and 2.78% females disagree with this. The responses to this

item from the female participants imply that a significant number of them are inclined to learn English as the language will help them learn about other cultures and understand the world better.

In item 4, the female participants also revealed how their motivation differs from the males. The females show that they are integratively motivated to learn English as the majority (35.78%) of them agree that the language will help them understand the Western cultural heritage. Only 16.46% male participants agree with this motive. While the majority of males (37.97%) somewhat agree with this statement. This suggests that the female participants are keen to understand the Western cultural heritage as compared to the male participants. Only 1.27% males and 2.75% females strongly disagree, while 27.85% males and 15.60% females somewhat disagree with this statement.

To sum up, the analysis of the integrative motivation component of female and male participants have shown that females are more integratively motivated. From the analysis of the frequency distributions, the females have shown that their motives to learn English are to develop their communication skills and to develop appreciation of other cultures and the culture of the native speakers. As pointed out by Kramarae (1981) and Rúa (2006), females prefer to relate to people; they specialise in expressive or social activities. Hence, they show more interest in learning a language, as they are keen in developing their interpersonal skills. They also show their appreciation for the culture, the country and the speakers of that language.

4.3.3 Instrumental motivation

In terms of instrumental motivation in learning English as a second language, females (M=102.43) are more motivated than males (M=84.88) with a significant difference of .28 (see Table 4.2).

Based on the analysis, both female and male participants have demonstrated that they are instrumentally motivated in learning English, although the results show that female participants are more motivated.

Both genders agree the following motives are the reasons for them to be instrumentally motivated: to help them in getting a job, English is an important language for economic development and English is important for university.

66.06% females strongly agree that English will help them in getting a job compared to 53.85% males. 30.77% males agree with this statement compared to 24.77% females. Only 2.56% males strongly disagree with this statement while none is reported for the females. In relation to the discussion in the earlier chapters, females are made to perceive that language is important for their future career (Coates, 1995; Sunderland, 2000; Rúa, 2006; Cameron, 2007). Thus, the high percentage of responses for the 'strongly agree' category shows how the participants are in agreement with this notion. Having said that, this in no way suggests that the female participants will necessarily opt for 'caring' professions like teachers and nurses. As society these days are less stereotyping in career choices, it is possible that people just want to be good in English so they have better opportunities in the job market.

The majority of participants, both males (46.84%) and females (49.54%) strongly agree that English is an important language for the economic development of the world, thus, it will help them if they study the language. 37.61% females agree with this statement compared to 27.85% males. Only 1.27% males strongly disagree with this statement while no female is reported to feel the same way.

The majority of females (44.95%) strongly agree studying English will help them, as they need it for university. The majority of males (41.77%) agree with this statement, while 5.06% males and 0.92% females strongly disagree with this statement.

Having said that, the female participants have also shown that to better understand the problems that English speakers face is another reason for them to be instrumentally motivated in learning English. 39.24% males and 37.61% females agree that studying English will help them better understand the problems that English speakers face. 24.77% females strongly agree with the statement above compared to 16.46% males. 26.58% males somewhat agree with the statement compared to 23.85% females. Only 3.80% males and 3.67% females disagree with this statement. This suggests that females prefer to relate to people and to develop their personal skills (Cameron, 2007).

4.3.4. Effort

In terms of effort, females (M=101.71) put more effort than males (M=85.86) in learning English as a second language with a significant difference of .48 (see Table 4.2).

From the analysis, it is evident that the female participants put in more effort than the males. The effort exerted by the females and males differs in terms of the amount of work that both genders do (item 11), and the time they both spend thinking about what they have learned (items 12). Females tend to enjoy learning the language more and they also spend more time thinking about what they have learned.

The majority of the participants (39.24% for males and 43.52% for females) try hard to learn the language. However, 17.72% males and 13.89% females feel that when they learn a second language, they do just enough work to get by. 37.96% females state that they enjoy doing all the work compared to 35.44% males. With only 7.69% male participants stating that they pass on sheer luck and intelligence, this result have been found to be unparallel with Rusillo and Arias's study (2004) whereby the male students have perceived luck as the cause of good academic results. From the participants' responses, it could be implied that both genders agree that there is a need for them to exert some sort of effort in their English class.

11.11% of females and 8.86% males state that they hardly ever think of the words and ideas they have learned in their language classes. The majority of the participants think about the words and ideas they learned in class several times during a week (39.24% males and 35.19% females). Only 20.25% males think about the words and ideas they have learned in class daily compared to 25.93% females.

Having said that, one similarity that can be seen in the responses of the female and male participants is the fact that the majority of them spend just one hour per week to practise

the language after class. From the analysis, most of the male (46.84%) and female participants (37.04%) devote one hour per week to practice the language after class. 22.78% males and 21.30% females do not spend any time to practice the language at all. Only a small percentage of participants spend more than six hours per week to practice the language (8.86% males and 9.26% females).

In addition, the responses also show that both females and males only answer questions when they are called upon. The majority of both males and females will only answer questions when they are called upon (35.90% males and 45.37% females). This finding does not support the claim made by Howe (1997, as cited in Fewings, 2010) that males tend to contribute more in class.

Only 17.95% males and 27.78% females always to rewrite what is learned and try to correct their mistakes. 23.08% males feel that they are not active in speaking the language in class as compared to 16.67% females.

Both genders also responded that after receiving their English assignment, they will correct their mistakes only when they have the time to do so. 5.06% males and 4.59% females state that they just put their assignments away and forget about them upon getting them back while the majority of both males (50.63%) and females (50.46%) correct their mistakes when they have the time. Only 12.66% males and 22.94% females always rewrite their assignments and correct their mistakes.

The majority of female and male participants exert a lot of effort in speaking English in a wide variety of situations and as much as possible (item 16). The majority of males (41.03%) and females (50.93%) agree that they will speak English in a wide variety of situations and as much as possible after class. Nevertheless, 34.62% males and 20.37% females feel they will only speak English when they have to. 3.85% males and 1.85% females state that they never try to speak English after class.

4.3.5. Valence

In terms of valence, there are no significant differences statistically between males ($M=85.98$) and females ($M=101.62$) in terms of perception of the valence, with .52 (see Table 4.2).

In general, there are no statistically significant differences in terms of valence between the female and male participants. In this study, both females and males place high value on all the outcomes although females tend to place a slightly higher value than the males.

Both genders indicated that the outcomes that they value the most would be to communicate with English speakers in basic English, to receive “A” in the course and to develop reading comprehension. To both genders, these outcomes are significant to them.

The majority of males (39.24%) and females (36.70%) agree that to be able to communicate with English speakers in basic English is a significant outcome. However, 15.19% males and 7.34% females feel that this outcome is the least insignificant.

25.64% males and 30.56% females regard the outcome to receive “A” in their course as very significant. 21.79% males and 22.22% females believe this outcome to be the least significant. Only 2.56% males and 2.78% females perceive receiving “A” in their course as very insignificant.

36.71% males and 28.44% females feel that to develop comprehension of reading assignments is the least significant outcome from their English class. 21.10% females feel this is a very significant outcome followed by 15.19% males.

13.92% males and 21.10% females consider speaking English fairly fluently as a very significant outcome of their English class, while 2.53% males and 1.83% females perceive this outcome as insignificant.

The majority of participants, 31.65% males and 32.11% females, consider understanding the English people and their way of thinking as a significant outcome. Having said that, 22.78% males and 17.43% females feel this outcome is the least significant to them. 1.27% males feel this is a very insignificant outcome compared to 1.83% females.

15.19% males and 14.68% females view the outcome to better learn about the English culture and customs as very significant. 28.44% females feel this is a significant outcome compared to 15.19% males. Only 2.53% males and 1.83% females view this outcome as being very insignificant to them.

4.3.6. Expectancy

In terms of expectancy, both male ($M=82.22$) and female participants ($M=97.21$) do not reveal any significant differences, with $.58$ (see Table 4.2).

From the analysis, both females and males do not seem to differ significantly in their expectancy to achieve the above outcomes from attending their English class.

However, with regard to developing reading comprehension and getting “A”, females have indicated that they have higher expectancy in achieving these outcomes than the male participants. Only 6.25% males feel that there is a 100% probability for them to comprehend their reading assignments as compared to 13.76% females. The majority of male participants (33.75%) however, feel that there is a 60% probability for them to understand their reading assignments while the majority of females (22.94%) feel that there is an 80% probability.

18.75% males and 15.60% females feel that there is a 70% chance in receiving “A” in their course. 11.01% females feel that there is a 100% probability as compared to 8.75%

males. Having said that, 11.25% males and 3.67% females feel that there is zero probability to receive “A”.

In terms of the outcome for item 5 (to better understand English people and their way of thinking) both genders have indicated that they have almost the same expectancy in achieving this outcome. Only 5.00% males and 9.17% females feel that there is a 100% probability for them to better understand the English people and their way of thinking, from attending their English class. The majority of participants (males 17.50%, females 17.43%) feel that there is a 50% probability for them to achieve this outcome.

It is interesting to note that the majority of males (20.00%) feel that there is a 50% probability that they will be able to speak English fairly fluently from attending their English class. However, this is different for the females as the majority of them (20.18%) feel that there is a probability of 80% for them to speak fairly fluent English from attending their English class. In addition, 6.25% males and 2.75% females feel that there is zero probability in speaking fairly fluent English.

The majority of participants (17.50% males and 23.85% females) believe that there is an 80% probability for them to communicate with English speakers in basic English from attending their English class. 15.60% females feel that there is a 100% probability as compared to 7.50% males. 6.25% males and 2.75% females feel that there is zero probability for them to communicate with English speakers in basic English.

From the analysis, the majority of participants state that from their English class, there is a 50% probability for them to better learn the English culture and customs (males 17.50% and females 23.85%). 7.34% females feel that there is a 100% probability that this outcome can be achieved as compared to 6.25% males. 10.00% of males and 3.67% of females feel there is zero probability in achieving the said outcome.

4.3.7. Ability

In terms of ability, females (M=97.42) have higher perceived ability in achieving certain outcomes from their English class as compared to males (M=81.92). There is a significant difference of .06 (see Table 4.2).

The female participants perceive that they have high ability to achieve all the outcomes with the exception of item 5, where both genders perceive that they almost have the same ability.

The female participants also perceive that, comparing with all the other outcomes, they have the highest estimated ability in achieving item 2, which is to be able communicate with English speakers in basic English. Most male participants (22.50%) feel that they have 70% ability to communicate with English speakers in basic English. 22.94% females feel that they have 80% ability. While 20.18% of the female participants feel that they have 100% ability to achieve this outcome compared to 11.25% males.

The females also have higher ability compared to males in terms of receiving “A” in course, to speak English fluently and to develop comprehension of reading assignments. The majority of the male participants (18.75%) believe that they have 50% ability to receive “A” in their course. However, the majority of females believe they have 70% ability to achieve this outcome. 10.00% males feel that they have zero ability to achieve this outcome, while 2.75% females feel that way.

20.00%, which is the majority of males feel that they have 90% ability to speak English fairly fluently from attending their English class. The majority of females (22.02%), on the other hand, feel they have 80% ability to do so. Only 6.25% males and 2.75% females feel that they are unable to speak fairly fluent English from attending their English class.

Only 8.75% males and 11.93% females believe that they have 100% ability to develop comprehension of their reading assignments from attending their English class. 7.50% males and 3.67% females believe that they are not able to achieve this outcome at all from attending their English class. 23.85% females believe that there is 80% ability. Most males (18.75%) state that they have 50% ability to develop comprehension of their reading assignments from attending their English class. Another 18.75% of the male participants also perceive that they have 70% ability in achieving this outcome.

The majority of males (26.25%) and females (19.27%) believe that they have 50% ability to learn more about English culture and customs from attending their English class. 11.25% males and 3.67% females however, feel that they are unable to achieve this outcome from attending their English class.

As observed by Pajares and Valiante (2001) and Rúa (2006), female students seem to have confidence in their own ability. Moreover, they are also more certain of the reasons for doing academic work as compared to their male counterparts.

4.4. Summary of results

The results of the present study show that the participants are both integratively and instrumentally motivated. However, the participants' instrumental motivation is found to be higher. In addition, the results also show that the participants are motivated in terms of their perceived ability and expectancy.

Nevertheless, the participants indicate that they do not have high valence towards the outcomes of their English class. The participants have also show that the effort that they put into their English class is minimal.

Due to the fact that the participants are more instrumentally motivated, their reasons in learning English are mainly for getting a job, getting good grades and for university. The reasons for their integrative motivation is mainly because they feel that English is needed when they travel. The other reasons for their integrative motivation are to communicate with English speakers in basic English and to meet and converse with more people.

Most participants just put in enough effort to pass their English class especially when it comes to corrections, exercises and class participation. However, the majority of the

participants indicate that they will try to speak English as much as possible and in a wide variety of situations.

In terms of valence, the majority of the participants feel that to develop comprehension of reading assignments and to receive “A” in their course, are significant outcomes for them.

The participants indicate their low expectancy in achieving this outcome: to speak English fluently. The participants also indicate their low expectancy in learning about the English culture and customs. The reason for this is, perhaps the participants feel that they are not immersed enough in the language to enable them to achieve the two outcomes.

In terms of gender and motivation differences, the results reveal that there are significant differences between male and female learners in four motivation components: integrative, instrumental, effort and ability, in learning English as a second language. Female learners have demonstrated a higher degree of motivation in these four components.

The female participants are more integratively motivated than the male participants. Based on the analysis of items from the Motivation Scale (MS), the most popular motives to learn English for females in terms of integrative motivation are to converse with English speaking friends and to travel to English speaking countries. These two motives scored a high percentage of 50.46% and 59.63% respectively. For males,

however, the most popular motive to learn English in terms of integrative motivation is to travel to English speaking countries.

In terms of instrumental motivation, both males and females indicate their strongest motive to learn English is to get a job.

In terms of effort, 50.46% of the female participants state that they try to speak English after class in a wide variety of situations and as much as possible compared to only 40.00% of the male participants. However, in terms of correcting their mistakes after getting their English assignments back, both males and females agree they only do so when they have the time.

In terms of ability, female participants indicate that they have a higher perception of their ability compared to male participants. This can be seen especially in item 1: to speak English fairly fluently; 22.02% females believe that there is an 80% probability of them achieving this outcome as compared to 12.50% males. In addition, item 3 also shows a strong indication that females perceive that they have higher ability than males. Further, 20.18% females believe that there is a 100% probability of them developing comprehension of reading assignments compared to only 11.25% males.

In terms of valence and expectancy, there are no significant differences between males and females.