

Investigation of the Level of Motivation on Students' Learning and Teachers' Teaching English as a Foreign Language Focusing on Grade Nine at Menkorer General Secondary School in Debre Markos Town

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Abstract

The focus of this study was to investigate the motivation levels of students and teachers in EFL learning and teaching focusing on grade nine. Forty students and eight teachers were selected for this study. Students were chosen randomly and all the teachers were taken comprehensively. For the interview four students (2 males and 2 females) were selected purposively to obtain the desired information. Survey method of analysis was employed. Questionnaires and semi structured interview were tools to gather data. Questionnaire items were used to see the level of motivation ranged from 3.69 - 5.00 high level of motivation 2.35 - 3.68, moderate level of motivation and 1.00 - 2.34 low level of motivation. The highest level of students motivation was observed for the many of the questions for instance, attitude to learn English and motivation intensity. Similarly, high scores were investigated for teachers. Generally many of students and teachers' motivation were high. Therefore, the findings of this study revealed that students and teachers were highly motivated to learn and teach English as a foreign language respectively. According to the students' responses for the interview, all of them confirmed that they had high interest to learn EFL, but they did not have confidence to speak out English language when they attended it, Finally, they promised to be confident and learn English to be benefited. Based on the findings obtained, the researcher recommended that motivation helps EFL learners and teachers in General Secondary School to improve their English language learning teaching process.

Keywords: Level Of Motivation, Ranged, Motivation**Introduction**

Education is an effort to get people to do things they could not in the past do, to understand things they did not previously understand, and perhaps, to become the people they did not expect to become. Education plays a great role for personal capability of learners and teachers (Socket, 1988). Teaching learning is the relationship between teachers and students with willingness of communication and to be motivated. Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Many factors determine whether the students in your classes will be motivated or not motivated to learn. Motivation is the state that can maintain students' attention and behavior as well as provides with more energy to needed to lead tasks to completion. In education, motivation can have a variety of effects on students' behavior, preferences, and results [1].

Research results; for example, indicate that motivation is one of the main factors in an individual's success in developing a

second or foreign language. Demotivating factors are essential factors which negatively influence the learner's attitudes and behaviors and hence lead to undesired learning outcomes. Besides, Trang and Baldauf stated, "Demotivation has a negative impact on students, preventing them from gaining expected learning outcomes" [2, 3].

According to Fried, human learning has for eons been largely a social and interactional activity. Relationships among teachers, students, family, and community members have great power to affect the child's pride, persistence, and learning performance (p47). This is possible to say that motivation and academic achievement might be achieved with the collaboration of different concerned bodies or stakeholders. More specifically, teachers and students are mainly responsible for the failure or success of EFL performing [4].

There are many premises from teachers and students to achieve the ultimate goal of education. For instance, teachers' work, learning, and professional development are central to any effort aiming at improving teachers' motivation to teach. Gemeda and Tynjälä in Ethiopia conducted a study on 32 teachers' motivation for teaching and professional development in secondary schools [5]. They revealed that low salary and the absence of link between performance and reward as major motivational challenges for teachers. Moreover, Yinger explained that English teachers should make sure that students who usually work in pairs or in groups to carry out language tasks are not only composed of low English proficiency level [6]. This shows that the teacher is expected to create a group or pairs of students by mixing students with different performances. As far as high schools students' motivation is concerned, they have low motivation to learn English. Firstly, teachers have low expectation on students' motivation to learn. As a result, they do not apply motivational techniques that enhance students' EFL achievement in classroom.

Furthermore, Guthrie states every teacher is a motivator. When teachers motivate their students, students become interested, confident and dedicated. Consequently, students become active learners to achieve learning successfully, but teachers often do not motivate students to their fullest need of motivation. For instance, Reading motivation is the motivational drive to read [7]. Studying and implementing the conditions under which students are motivated to learn is important in the process of teaching and fostering learning. Reading motivation mainly categorized into intrinsic and extrinsic motivations. Intrinsic motivation, however, is typically a more effective long-term method for achieving goals and completing tasks in a way that makes learners feel fulfilled. It is a type of motivation that an individual is being motivated by internal desires. On the other hand, extrinsic motivation is helpful in certain situations in which an individual is being motivated by external desires.

Therefore, motivation is a key variable in language learning (Oxford & Nyikos, 1989) [8]. An understanding of language learning motivation provides insight into how students regulate their motivation to persist in language learning and why they continue beyond the basic requirements. Many learners do not continue beyond these requirements. As it is mentioned by Dörnyei and Ushioda "Perhaps the most elaborated and researched aspect of Gardner's motivation theory has been the concept of the integrative motive, which is defined as a 'motivation to learn a second language because of positive feelings towards the community that speaks the language'. And "Motivation theories intend to explain nothing less than why humans think and behave as they do, and it is very doubtful that the complexity of this issue can be accounted for by a single theory" (p4) [9].

Getachew showed that motivational techniques have an effect on students' EFL achievement [10]. Secondly, students of EFL are varied in terms of what motivate them to learn English and their level of English achievement. Teachers have the responsibility to motivate students if they are motivated themselves to teach.

Mojavezi and Tamiz, in Iran conducted a research on the impact of teacher self-efficacy on the students' motivation and achievement [11]. They chose eighty senior high school teachers in four

different cities in Iran, and one hundred and fifty senior high school students. Teachers' level of self-efficacy has been selected randomly. For data collection, Teacher Self-Efficacy and Students' Motivation questionnaires were used to collect data. The results of the study revealed that teacher self-efficacy has a positive influence on the students' motivation and achievement. It seems that low EFL learning motivation in the Ethiopian high school students and low academic achievements represent a remarkably noticeable issue. Therefore, much more studies are needed in Ethiopian teachers and students' motivation of teaching learning English as a foreign language. Because of this, the current study attempted to fill the gap in the importance of motivation on teachers teaching and students learning in order to be effective on EFL academic achievement.

Objectives Of The Study

There are general and specific objectives for this study

General Objective

The main objective of this study was to investigate the level of motivation on students' learning and teachers' teaching English as a foreign language focusing on grade nine students at Menkorer General Secondary School in Debre Markos town.

Specific Objectives

Based on the above general objective, this study aimed to:

1. identify teachers' motivation level to teach EFL
2. check students' motivation level to learn EFL
3. to check the attitudes and feelings of students' motivation in EFL teaching-learning process

Research Questions

1. What is the motivation level of students learning English as a foreign language?
2. What is the motivation level of teachers teaching English as a foreign language?
3. What are the attitudes and feelings of students' motivation in EFL teaching-learning process?

Significance Of The Study

The results of this study may be important in many ways for concerned bodies. Firstly, they may be helpful to students. Motivation has its own influence on students' learning and academic achievement. It is very imperative to enhance students' English language academic performance by being motivated to learn. Secondly, the findings of this study may help teachers make informed decisions about the role of motivation on students' learning TEFL and motivation can help teachers and students to accomplish tasks effectively. That is to say, teachers may be ready to act frequency and accuracy of being motivated influences academic performance of students. Finally, this study may help to show the direction to design the curriculum and activities to encourage further teaching learning motivation of present and future teachers and students. It may also work as a baseline and foundation for more research on this area in Ethiopia and can serve as a springboard for other researchers for further study.

Methodology of the Study

Design of the Study

In this study, survey method was employed to address levels of motivation on teachers' teaching and students' learning to achieve EFL scholastically. Survey is useful in describing the characteristics of a large population. It ensures a more accurate sample to gather targeted results in which to draw conclusions and make important recommendations. Survey is useful in describing the characteristics of a large population. It ensures a more accurate sample to gather targeted results in which to draw conclusions and make important recommendations.

Participants And Sampling Techniques Of The Study

The population of this study consisted of teachers and students of grade nine at Menkorer General Secondary School. The researcher randomly selected two sections and twenty students from each section were selected using stratifying sampling technique. Half of each was males and females. Nine teachers who taught English language were selected comprehensively.

Data Collection Instruments

In order to address the deigned research questions, questionnaires and interview were set. The researcher discussed each instrument in the following way.

Questionnaire

This study used close ended questions to gather quantitative data from respondents. Questionnaires for teachers and students were prepared in the form of a five-point Likert-type scale, ranging from 5 to 1 (5 = Strongly Agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree).

Interview

In this study, semi-structured interview was held with purposively selected students (two males and two females from each section) to find their reflections mainly about their motivation in EFL teaching /learning process. The interview could help to complement the data collected through questionnaires.

Data Collection Procedures

At the outset, the researcher explained the purpose of the study to teachers and students. After obtaining their willingness to take over the responsibility of practicing the research duty, the researcher scheduled to perform questionnaires and interviews with them. Then, the researcher administered questionnaires to be filled by selected respondents. That is to say two separated questionnaires for teachers and students. After that, selected students were interviewed in depth to have detail information about motivation in EFL teaching/learning process.

Methods of Data Analysis

In this study, descriptive data analysis was utilized. Data collected through questionnaires were analyzed quantitatively using Statistical Package for the Social Sciences (SPSS) for Windows, Version 20 to calculate mean scores and standard deviation. The mean and standard deviations of each sub team of the questionnaire items were calculated. Scores were interpreted using the following criteria as in the following table (Khan, Sani, and Shaikh-Abdullah, 2016:72).

Criteria for Ranking Motivation Level of English Learning Motivation

Mean Range	Interpretation
3.69 - 5.00	High Level of Motivation
2.35 - 3.68	Moderate Level of Motivation
1.00 - 2.34	Low Level of Motivation

Analysis And Discussion

Analysis of Motivation Questionnaire on Students EFL Learning

Table 1: Attitude toward Learning English

Motivation Questionnaire Items: Attitude toward Learning English	Mean	SD	Level of motivation
1. I really like learning English.	4,1	.71	High
2. I would rather spend my time on subjects other than English.	2.75	1.20	High
3. Sometimes English is a burden for me.	1.58	.91	Low
4. English is an important subject in the school program.	4.2	.61	High
5. I do not particularly like the process of learning English and I do it only because I want to pass the exam.	1.65	.80	Low

As it is indicated in table 1 above, the responses of student's attitude whether they really like learning of English was positive. That is to say the majority of the respondents confirmed that they had high level of motivation items 1 (M 4.1 and SD,71) and 4 (M 4.2 and SD 61) From the above data, it could be possible to conclude that the majority of the respondents like learning

English language and it is important subject for school program. On the other hand, item number three and five were low items 1 (M 1,58 and SD,.91) and 5 (M 1.65 and SD .80). Generally the learners' attitude toward learning English was high.

Table 2: Sociocultural Orientation

Motivation Questionnaire Items: Studying English is important to me		Mean	Level of motivation	SD
1.	so that I can understand English-speaking films, videos, TV, or radio.	4.15	.70	High
2.	so that I can understand English fictions	3.75	.67	High
3.	because it will enable me to get to know various cultures and peoples and learn more about what is happening in the world.	4.33	.58	High
4.	as it will enable me to learn more about the English world..	3.78	.97	High
5.	because it will enable me to get to know various cultures and peoples.	4.43	.50	High

Table 2 showed that sociocultural orientation is important to students for studying English, and respondents approved by scoring high level of motivation that learning English is important so that they can understand English speaking films and the like. From the obtained information all the participants had high level of motivation mean range of 3.75-4.43 and standard deviation of

67-.5. thus it is possible to conclude that motivational intensity of students is high. Knowing ones culture is important and it is a technique to be motivated and learn effectively. As Getachew (2020) stated that motivational techniques have an effect on students' EFL achievement.

Table 3: Motivational Intensity

Motivation Questionnaire Items		Mean	SD	Level of motivation
1.	I frequently think over what we have learned in my English class.	2.57	1.15	High
2.	To be honest, I very often skimp on my English homework.	1.6	.78	Low
3.	If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.	3.97	.99	High
4.	Considering how I study English, I can honestly say that I do not do very well	2.92	1.62	High

As it is clearly stated in table 3, the mean and SD of items 3(3.88, .99) and (2.92, 1.62) are high level of motivation whereas item (1.6, .78) is low level of motivation. Generally it is possible to conclude that Motivational intensity of students are highly varied among students. As table 3 depicted that motivation intensi-

ty of respondents was observed high level of teachers' motivation intensity is important students' motivation. Guthrie (2013) states every teacher is a motivator. When teachers motivate their students, students become interested, confident and dedicated.

Table 4: Anxiety in Class

Motivation Questionnaire Items: Anxiety in Class		Mean	SD	Level of motivation
1.	It embarrasses me to volunteer answers in our English class.	2.93	1.49	Moderate
2.	I never feel quite sure of myself when I am speaking English in our English class.	2.4	1.37	Moderate
3.	I always feel that the other students speak English better than I do.	2.15	1.17	Moderate
4.	I get nervous and confused when I am speaking in my English class.	2.85	1.42	Moderate
5	I am afraid that other students will laugh at me when I speak English.	4.00	1.18	High

Table 4 above vividly showed the motivation level of students related to anxiety in class was moderate and only one item was high which means the mean and standard deviation of item 5 (4.00, 1.18) which was high level of motivation and 4 (2.85,

1.42) 3(2,15, 21.17) thus it was possible to say that students' anxiety was moderate.

Analysis of Teachers' responses on motivation questionnaire in teaching EFL class

Table 5 Attitude toward teaching English

Motivation Questionnaire Items		Mean	SD	Level of motivation
1.	I really like teaching English.	4.75	.46	High
2.	I would rather spend my time on teaching English.	4.88	.35	High
3.	English is an important subject in the school program.	4	.00	High
4	I do not particularly like the process of teaching English and I do it only for money	1.75	1.04	Low

The information gathered from the teachers' questionnaire was summarized and analyzed by using statistical tool PSS to answer research questions. A 5-point Likert scale was used to measure the level and type of teachers' teaching motivation. Table 5 above indicated that how teachers like teaching English and their level of motivation which was high except item 4 which

was low which says "I do not particularly like the process of teaching English and I do it only for money" has low level of motivation by scoring mean 1.75 and standard deviation of 1.04. From this one can conclude that teachers teach for the interest of their professional need.

Table 6: Sociocultural Orientation

Motivation Questionnaire Items: teaching English is important to me		Mean	SD	Level of motivation
1.	so that I can understand English-speaking films, videos, TV, or radio.	4	.76	High
2.	so that I can understand English pop music.	3.25	.89	Moderate
3.	because it enables me to get to know various cultures and peoples and learn more about what is happening in the world.	5	.00	High
4.	it enables me to know more about the English world..	5	.00	High
5.	because it empowers me to distinguish various cultures and peoples.	5	.00	High

Table 6 depicted that sociocultural orientation which is one of the issues of motivation has to motivate teachers to teach English. When they teach English they could have the chance to know English well. As a result, they could understand English-speaking films, videos, TV, or radio, and to know more about various

cultures of this world. The motivation level of teachers on were items were high except item 2 having mean of 3.25 and standard deviation .89.

Table 6: Motivational Intensity

Motivation Questionnaire Items		Mean	SD	Level of motivation
1.	I frequently think over what I have taught my English class.	3.75	.46	High
2.	To be honest, I very often ready to teach English	3.88	.35	High
3.	If my student wanted extra help, I would certainly volunteer.	5	.00	High
4.	Considering how I teach English, I can honestly say that I do very well	4.25	.4.6	High

As far as table 7 is concerned, we can see that the motivational intensity of teachers in this study was rather high with the mean ranging from 3.75 to 4.25. Thus it is possible to conclude that teachers had high level of motivational strength which could help students to be motivated. This is supported by Mojavezi and Tamiz, (2012) explained that teacher self-efficacy has a positive influence on the students' motivation.

guage at grade nine. The findings of this study revealed that students and teachers were highly motivated to learn and teach English as a foreign language respectively.

Conclusions And Recommendations

The focus of this study was to investigate motivation level of students and teachers to learning and teaching of English lan-

Based on the conclusions drawn in light of the research findings, the following recommendations are forwarded. Teachers should clearly state to the students the importance of learning EFL. The only way students can hear the value of EFL learning is if they are told the implications of the new knowledge gained. Students also need support from and a quality relationship with the teacher. Mutual respect between the teacher and the students moti-

vates the students to please the teacher by thoroughly doing what is assigned to them. Teachers should be encouraged in many ways such as respect, salary, housing, etc. Motivating students to learn can be a difficult task. It becomes even more difficult when the students have no interest in learning EFL class.

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