

**THE INFLUENCE OF GENDER ON ATTITUDES AND MOTIVATION  
TOWARDS LEARNING ENGLISH AS A SECOND LANGUAGE: A CASE  
OF GHANAIAN SENIOR SECONDARY SCHOOL STUDENTS.**

**BY**

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## **DEDICATION**

To my wife Sarfowaa, whom I nearly neglected during the ‘production hours’ of this work. My parents Yaa Achiaa and Kwaku. Appiah. My children Perry and Maame Pokuah. And to All my Family Members.

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## LIST OF ABBREVIATIONS

ESL	English as Second Language
GH. L	Ghanaian Language
MOI	Medium of Instructions
L2	Second Language
SHS	Senior High School
M	Male
F	Female
A	Agree
N	Number
NT	Neutral
DA	Disagree
SDA	Strongly Disagree
TM	Total mean
SA	Strongly Agree
AMTB	Attitude/Motivation Test Battery

# CHAPTER 1

## INTRODUCTION

### 1.1 Aim and Scope

The adequate acquisition/Learning of a second language has its own challenges because the abilities to learn a new language are significantly determined by several factors such as social and/or psychological which an individual cannot control. Such social and/or psychological factors that affect the acquisition/learning of second language can be general factors, the individual learner differences and setting or environmental differences. Among the general factors are the role of the first language, role of methodology and instruction whereas gender, age, motivation, attitudes, aptitude and anxiety can be seen as part of the individual learner differences.

The first language or the mother tongue is learnt when we are young. Any language learnt in the addition to the L1 becomes ones L2. A second language can also be called a target language (TL), the language you aim to learn, and once you have learnt it, it is no longer a target language (Saville-Troike 2006:3-4). The term L2 is typically used about languages that you learn in a natural environment, either because you want to be able to cope with everything in a new country to which you have moved, or because you think you will do better if you learn the language. In other words, a second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. Seville Troike (2006:2-3) states that Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language after learning their first one as young child, and to the process of learning that language. Ellis (1997:3) argues that “whether you are learning a language naturally as a result of living in a country where it is spoken or learning it in a classroom

through instruction; it is customary to speak generically of second language acquisition”.

Yule (2006:163) presents the idea that there is a difference between second language acquisition and second language learning. To him, acquisition refers to the process of acquiring the language naturally while communicating with native speakers in a natural environment, while learning refers to the study of the grammar, vocabulary, morphology, phonetics, etc. of a language. Activities associated with learning typically take place in the classroom environment, while activities associated with acquisition occur when students interact with native speakers for example, by watching television, listening to the radio and reading newspapers in the second language. In this paper, second Language is used in a broader sense following, among others, Saville-Troike (2006) and what Yule (2006) calls second language learning.

On the average, men have been found to be better than women in a subject like mathematics (Kaiser, 2006). Can we then say that gender is really an essential matter in learning a second language as it does in other fields? Oxford, Nyikos and Ehrman (as cited in Catalan, 2003, page 56) have indicated that "omission of sex as a variable in language learning strategy research is rather surprising, since sex is a classic and significant predictor in other educational, psychological and linguistic research." Nowadays research into the influence of gender in second language/foreign language has taken a different trend as new theories and conceptualisation into the relationship between gender and learning a new language has emerged. The recent studies on gender in second language learning difference focuses on social constructive (Ehrlich, 1997; Pavlenko & Piller, 2008) approaches as contrary to the traditional approaches of dominance (Lakoff, 1975) and difference (Tannen, 1990). The various researches on

gender studies in language learning represent a very important step towards improving both the teaching and learning strategies as well as the curriculums.

In order to learn or acquire a second language, attitude can possibly support or demotivate the learning process. Attitude which has to do with what one likes, or dislikes influences our motivation for learning. That is why this study aims to examine the influence of gender of Ghanaian students on their attitudes and motivation towards learning English as Second Language. The study seeks to investigate the following factors: attitudes towards the English language, instrumental and integrative orientation.

## **1.2 Statement of the Problem**

In Ghana, there has not been a comprehensive research on the impact of gender in L2 acquisition, because there is a wide spread believe that female L2 learners are doing better than their male counter parts. Saville-Troike (2005: page 90) asserts that “there is widespread belief that in many... cultures females tend to be better L2 learners than males, but this is probably a social construct, based on outcomes which reflect cultural and socio-psychological constraints and influence.”

In Ghana, English is the medium of instruction, therefore, English language proficiency is fundamental. Due to the significant role English plays in Ghana, various strategies are been used in Ghanaian schools to ensure that learners have the necessary language skills. According to the Senior High School syllabus, English language is taught to facilitate students communicative, writing skills and to develop their keen interest in literary materials to be successful in life. However, it is unfortunate that despite the unending efforts of Ghana Education Service to achieve the laudable goal of improving and sustaining students’ interest and proficiency in English in Ghanaian schools, there

has been continuous outcry over the deteriorating level of English language proficiency in educational institutions and even in the job industry. The challenges become more worrisome when students are to move from second-cycle school into the tertiary level where proficiency in English is highly important. This is because English language is not only one of the important subjects in the curriculum but is itself the medium of instruction in Ghanaian schools.

This need awakens urgent desire in the researcher to explore ways gender affects motivation and attitude of students' performance in the English language. It seems that studying the relationship between gender differences in learning English might help teachers to plan learning experiences accordingly and develop strategies to improve students' language acquisition (Aslan, 2009). This work discusses the attitudes and motivation of Ghanaian students have toward learning ESL at the Senior High level. To achieve the goal, this work is mainly based on Gardner's (1985) definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 10).

### **1.3. Significance of the study**

The present study will deal with the gender differences in attitudes and motivation of students toward learning English as a second language among learners in Ghanaian high schools. At all high schools in Ghana, English is taught as a compulsory subject and all educational literature apart from Ghanaian Language courses are written in the English language. This study will deal with elements that motivate students to learn English as a second language across gender. The results of this research will substantially contribute to expert literature in this field and help teachers, as well as parents and students, in creating attractive and more favourable conditions for learning English as a second language.

Additionally, the studies will help school counsellors, parents, students, other stakeholders and help inform curriculum designers and policy makers in education as a guideline for making career decisions. These studies will, again, help provide a better understanding of gender differences in L2 motivation and contribute to the literature on the gender gap. However, to address the problem the aim of this research is to determine how gender influences motivation and attitude in learning English as a foreign language among Ghanaian students at secondary school level.

#### **1.4. Research questions**

The overall aim of this project was to explore the influence of gender on attitudes and motivation towards learning English as a second language. Based on the defined aim of this investigation, the following research questions have been posed:

- (1) Are high school students' Instrumentally or Integratively motivated to learning English?
- (2) What is the high school students' level of motivations for learning ESL?
- (3) Does gender influence Ghanaian high school students' attitude for learning English as a second language?
- (4) What is the correlation between attitude and motivation among students towards learning English?

### **1.5. Hypothesis of The Study**

The hypothesis is that female students are better in learning English as second language than males.

There is no correlation between motivation and attitude when it comes to learning a second language.

### **1.6. Thesis Outline**

The thesis consists of the following chapters: Chapter 1 provided brief outlines about the research and the thesis, including the aim and scope of the topic, the specific problem, and significance of the study and objectives of the study, and lastly relevant research questions. Chapter 2 deals with the relevant material from the extensive bodies of literature on motivation to determine the significance of the study. It reflects on the nature and problems of the specific area of the study. Chapter 3 discusses the quantitative methods used in this study. It provides a brief description of selection of the study areas, the data collection method and analysis along with the limitation. Chapter 4 presents the results and discusses the findings of the various variance. Chapter 5 reports on the conclusion. It explains in detail limitation of the study; suggestions, application and prospective areas for future studies

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. A brief historical overview of Ghana

Ghana, a nation on West Africa's Gulf of Guinea and the Atlantic Ocean has a population of 28.3 million (World Bank,2017) with a total surface area of 238,837 km<sup>2</sup>.

English is the official language of Ghana with over 40 major dialects and languages spoken in Ghana classified in four linguistic groups: Mole – Dagbani, Akan, Ga and Ewe. The most popular language is Akan spoken by 70% of the populace.

The history of Ghana is characterised into three phases: Pre-colonial era, Colonial era and Post-colonial.

The first Europeans (i.e. the Portuguese) settled in Ghana around 1471 in the 15<sup>th</sup> century. They named the new land as “Mina” and later changed it to ‘Gold Coast’ meaning mines because there was a large deposit of gold. Other Europeans like the Swedes, Danes, Germans, the Dutch and the English followed the expedition of the Portuguese.

Britain became the more dominant power in the Gold Coast. Later, Gold Coast officially became a British colony in 1874. In 1902 the country became a full protectorate-a British crown colony - after a very long struggle of resistance by the Ashanti kingdom that lasted more than a decade. British Togoland, the Fante protectorate and the Ashanti protectorate were merged with the Gold Coast to become one colony. The country gained independence in 6<sup>th</sup> March 1957 from the British and became known as the Republic of Ghana.





**Figure 1: Ghana’s location inside Africa**

## **2.2 The Project Setting**

The Ashanti Region is located in south Ghana and is third largest of 16 administrative regions, occupying a total land surface of 24,389 km<sup>2</sup> (9,417 sq. mi) or 10.2 per cent of the total land area of Ghana. It is the most populated region with a population of 4,780,380 according to the 2011 census, accounting for 19.4% of Ghana's total population. Kumasi is the largest city and the regional capital. The region is centrally located in the middle belt of Ghana. The region shares boundaries with six of the sixteen political regions; Eastern region in the east, Central region in the south, Western region in the South west and Bono East, Bono and Ahafo Regions in the north.


About (94.2%) of the majority of people in Ashanti region are Ethnic Akan's by birth with five per cent naturalized Ghanaians. A smaller proportion (5.8%) of the population originate from outside Ashanti and Ghana. 3.7 per cent are mainly from the five English-speaking countries of Economic Community of West African State (ECOWAS) and 2.1 per cent from other African countries. The non-African population living in the region is 1.8 per cent of the total population. The Ashanti Region is the cultural heartbeat of Ghana. Land of the Golden Stool expressed in the language, passage rites, festivals, cuisine and ordinary day-to-day activities.

According to the Government of Ghana official portal (2019) the Literacy of population of Ashanti shows that 35.0 per cent of the population, 15 years and older in the region are not literate. A little under half (48.1%) are literate in both English and a Ghanaian language. Only 3.2 per cent are literate in a Ghanaian language only, while less than 1.0 per cent are able to read and write in other languages.

There are differences between the sexes in terms of literacy. More than half (55.8%) of the males are literate in English and a Ghanaian language compared with two fifth (40.4%) of the females. On the whole, the illiteracy level for the region (35.0%) is lower than that of the national average (42.1%).'



**Figure 2: Map of Ghana showing specific location of the project**

 = Ashanti region of Ghana

### **2.3 The role of English language in Ghana**

The language situation in Ghana is a very complex one because there is a high degree of linguistic heterogeneity. With a population of about 28.3 million (World Bank), the West African state of Ghana has about 50 languages (Dakubu, 1996). The major languages are Akan, Nzema, Ewe, Ga, Dagaare, and Dagbani, with English as the official language. There is no consensus as to the number of languages in the country. Many linguists including Boadi (1971:49) claims that there are 40 languages. According to Spence (1971:2) Ghana has 30 languages. Grimes (1984:188) asserts that there are 60 languages, whereas Dakubu (1996) reports of about 50 languages.

Accounts of the history of English in Ghana, especially, the initial contact between the British and the people of the Gold Coast (as Ghana was called then) in the 16th century and the story of how English emerged as the language of trade, education, governance, and as a cross-ethnic lingua franca abound (Sey, 1973; Boadi, 1994; Sackey, 1997; Adjaye, 2005). Significant elements of the history of the use of English language relate to the colonial and missionary language policy, the roles of specific individuals during the colonial period, and the institutional and governmental postures in the post-colonial period.

The Europeans came to Ghana as invaders and conquerors. They exploited the indigenous people no matter the cost by imposing their culture and religion on the indigenous people and engaged in human trading. To facilitate their motives, the British established schools known as Castle Schools. This was done to train the indigenous people as interpreters to help the British colonist in trade. Again, they trained the indigenous in the English Language so that they can read the Bible. K.A

Sey (1973:5) writes “English in Ghana has from the very beginning been associated with Christianity...all schools were run by Christian missionaries.” Later, many schools were established not for religious activities but to train the indigenous people for jobs. Agbedor, Paul (1996, 27) asserts that “promoting the European language was to train cheap manpower for the administration of the colonies”

Based on issues raised earlier in this chapter, the English language has rapidly grown to become a formidable force in social and community interaction, cross-ethnic communication, and in the dialogues relating to democratic practice and governance, as well as a source of debate among academics, policy makers, and politicians in its usage as the medium of instruction in early primary school in Ghana.

On literacy levels (defined as the ability to read or write a simple letter in English or in a local Ghanaian language) in Ghana, the Ghana Living Standard Survey (GLSS) (2016) report indicates that about 51 percent of adults in Ghana can read and write in English or a local language, with about 37 percent of adults being literate in both English and Ghanaian languages while only small proportions are literate either in English only (14%) or in a Ghanaian language only (3%). Almost 70 percent of adults in urban areas are literate while about 40 percent of adults in rural areas are literate.

#### **2.4. A brief overview of English language teaching in Ghana**

Where:

+ = A Ghanaian language used as a medium of instruction.

- = No Ghanaian language used as a medium of instruction.

**Table 1: language policy from the pre-colonial era to 2002 (1529- 2002).**

Period	First year	Second Year	Third Year	Fourth Year
1529 – 1925				
a. Castle Schools Era	-	-	-	-
b. Missionaries Era	+	+	+	-
1925 – 1951	+	+	+	-
1951 – 1955	+	-	-	-
1956 – 1966	-	-	-	-
1967 – 1969	+	-	-	-
1970 – 1973	+	+	+	+
1974 – 2002 (Sept)	+	+	+	-
Present 2018	-	-	-	-

Source: (Imperial Journal of Interdisciplinary Research (IJIR)) Vol-2, Issue, 2016. Pp. 513-520.

Four language skills are considered to be basic and have pivotal role in the successful language use: reading and listening as receptive skills, and writing and speaking as productive ones. This is done in order that the students are expected have ability to do

communication both in written and oral language to achieve functional and informational literacy.

Ansah (2014) reported that Ghana language policy after independence is the most fluctuating one because of the commotion of different policies with intervals of short period of years. There has been a lot of changes within the policy shifting from an English-only medium of instruction to the use of L1 from primary 1 to primary 3 with a transition to English from primary 4 onwards. From 1529 to 1925, no Ghanaian Language was used as medium of instruction in the castle schools in contrary to the schools run by the Missionary groups which used Ghanaian Language in the first three years of education. Accounts indicate that schools set up by the indigenous people which used Ghanaian Language as medium of instruction did not qualify for financial aid. The first bilingual language in education policy was formulated in 1925. With this policy, the medium of instruction from primary one to primary three was the Ghanaian language, (Agbedor,1994).

The “Accelerated Development Plan” in 1951 changed the 1925 policy. According to Boadi (1994), the policy was formulated to give “A sound foundation for citizenship with permanent literacy in both English and the vernacular. At the beginning of the course, instruction will be given through the local vernacular with English taught as a new language. As soon as possible, there will be transition from vernacular to English as the medium of instruction and the upper classes will receive instructions through the medium of English...” A review committee called ‘The Bernard Committee’ was set up to investigate the feasibility of the use of English as the sole medium of instruction in formal education in Ghana. The committee presented two views – minority view and majority view. The minority report which stated that English was to be used as a

medium of instruction was accepted and legislated by the government upon the attainment of independence in 1957 (Ansah, 2014).

From 1970-1973, the language in education policy was made to conform with the 1925 and 1951 language in education policy. i.e. three-year mother tongue education policy. The policy introduced four Ghanaian languages (Ewe, Ga, Nzema and Akan) to be learnt as second languages (Agbedor;1994). In 1972, French was introduced into the basic school curriculum as a subject of study. This was to aid easy communication with the neighbouring francophone countries (Ansah, 2014).

The 1970-1973 policy was modified in 1974 with Ghanaian Language (Gh. L) been maintained as Medium of Instruction (MOI) in the first three years of primary education while English is taught as a subject and from primary 4 onwards. Ghanaian Languages were made a compulsory subject, whereas English became the language of instruction. The Ghanaian languages to be used were defined as any of nine selected languages of the locality “: Akan (Fante and Twi), Nzema, Ga, Ga Adangbe, Ewe, Gonja, Kasem, Dagbani, and Dagaare” (Owu-Ewie, 2006). The reason behind this policy was that every locality within the country spoke at least one of these nine languages. The policy remained relatively the same until 2002.

According to Ansah (2014), the main modification of the 1974-2002 policy was the introduction of the study of a Ghanaian language as a compulsory subject of study up to secondary school level into Ghana’s educational system in 1987. In 2002 the previous language-in-education policy was changed to an English-only policy and Ghanaian languages were to be studied as compulsory subjects up to the Senior Secondary (Senior High) School level.



In September 2007, the English-only policy was revised to the 1974-2002, i.e. three-year Ghanaian Language (Gh. L) as Medium of Instruction (MOI) policy but with substantial alterations (Ansah, 2014). The 2007 policy stipulates that, (a) the medium of instruction in Kindergarten and Lower Primary will be a Ghanaian Language and English, where necessary; (b) English is the medium of instruction from Primary 4 in the school system. This means that success in education at all levels depends, to a very large extent, on the individual's proficiency in the English language (Ministry of Education Science and Sports, teaching syllabus for English Language, September 2007). This policy made children, mostly in urban areas, who have acquired English as an L1 proficiency get instructed with it right from pre-school. Again, children who are not proficient in English, mostly in rural areas, get instructed in familiar Ghanaian Languages as they learn English (Ansah, 2014).

## **2.5 Literature on Motivation**

### **2.5.1 What is Motivation in language learning?**

Of all the different factors responsible for successful second language acquisition, motivation is one of the most important individual factors (Gardner & Lambert, 1972). Several writers have recognized the problems of defining motivation. According to Littman (1958 page 115), "it is evident..., that there is still no substantial agreement about what motivation is. I think there is something wrong when something like this persists for as long a time as it has". Brown (1961) complained that "the ubiquity of the concept of motivation, in one guise or another, is nevertheless surprising when we consider that its meaning is often scandalously vague. Kleinginna and Kleinginna (1981) compiled 102 statements defining or criticizing the concept from a variety of sources. The definitions were classified into nine categories, based on the phenomena

or theoretical issues emphasised. Two categories of definitions emphasised internal mechanisms (phenomenological and physiological); three emphasised functional processes (energizing, directing, and vector); two restricted the scope of motivation (temporal-restrictive and process-restrictive) and two emphasised the comprehensive nature of motivation (broad-balanced and all-inclusive).’ nature of motivation (broad-balanced and all- inclusive).

Much of the research into L2 motivation has been built on the work of Gardner (1968, 1975, 1985, 1996, 2001). Gardner (1985:10) had defined motivation with respect to second language learning as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language.” Gardner added, “Individuals who are truly motivated not only strive to learn the material but also seek out situations where they can obtain further practice” (page 50). To Gardner (1985), for a learner to be motivated, he needs to have something to look forward to, a purpose related to goal or objective. This objective could be learning a second language.

Gardner hypothesized that L2 learning process has to do with behavioural adjustment to suit the characteristics of the cultural group of the target language. This shows that attitudes towards the target group partly determine success in learning the L2 (Gardner, 1985). Gardner classified L2 learners into two groups. The learners are either integratively oriented if they had a positive outlook on the L2 community and L2 culture, to the extent that they wanted to integrate themselves into the L2 culture and become like the L2 speakers. On the other hand, students were considered instrumentally oriented if they emphasized that they were learning the language for practical reasons, such as to obtain a job or pass an examination. Gardner’s (1985, page 10) consequently, concludes by defining motivation as “the extent to which the

individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.

Gardner (1996) as cited in Macintyre et al. (2001: 463) believes that motivation should be viewed as a hybrid concept, “an internal attribute that is the result of an external force”. This suggests that a combination of both intrinsic and extrinsic motivation comes to play. One’s internal and personal drive is regulated or influenced by external societal and other forces that motivate one in learning (in our case the English language). Macintyre et al (2001:463) argue that motivation should be seen as “an attribute of the individual describing the psychological qualities underlying behaviour with respect to a particular task”. This goal directed behaviour, like Gardner’s (1985) definition, shows itself through distinct actions of the motivated individual. To Macintyre et al. (2001:462), “Motivation represents one of the most appealing, yet complex, variables used to explain individual differences in language learning.” (Williams & Burden, 1997:120) as part of a larger overview of psychology for language teachers assert that ‘motivation may be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)’.

Baron (1996) defines motivations as “the internal process that can’t be directly observed but that activates, guides and maintains overt behaviour”. Wade & Tavriss (1998) argue that, “(m)otivation is an inferred process within a person, which cause that organism to move toward a goal or away from an unpleasant situation”.

Whereas Woolfolk (2004) asserts that, “Motivation as an internal state that arouses, directs, and maintains behaviour”. For Feldman, (2004) motivation is a “factor that directs and energizes the behaviour of humans and other organisms”. Fernald &

Fernald (2005) refer to motivation as “(i)nnner influence on behaviour as represented by physiological condition, interests, attitudes, and aspirations.”

The different definitions propounded by different researchers shows that there must be something that L2 learners wish to accomplish or gain, and the target language can be the vehicle to attain it. The learner’s reasons for learning another language could vary from achieving a sense of success, satisfy the expectations of others or being able to buy a new car through getting a better job due to command of the target language. Again, one common theme that runs through all the definitions is that motivation is seen as s hybrid concept-internal and external forces which affect the learner positively or negatively. It really isn’t possible to give a simple definition of motivation, though one can list many characteristics of the motivated individual. Some of these characteristics are cognitive in nature, some are affective, and some are behavioural. For example, the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives).

### **2.5.2. Types of Motivation in Language Acquisition**

Motivation can be divided into various categories such as extrinsic and intrinsic motivation. Extrinsic motivation refers to the degree of effort a learner strife to learn a second language in other to attain some outward reward or to avoid punishment. On the other hand, intrinsic motivation refers to “the degree of effort a learner makes to learn a second/foreign language as a result of the interest generated by a particular learning activity” (Ellis, 1997, page 140). In line with this study the focus will be on Integrative and Instrumental motivation.

### **2.5.2.1. Integrative Motivation**

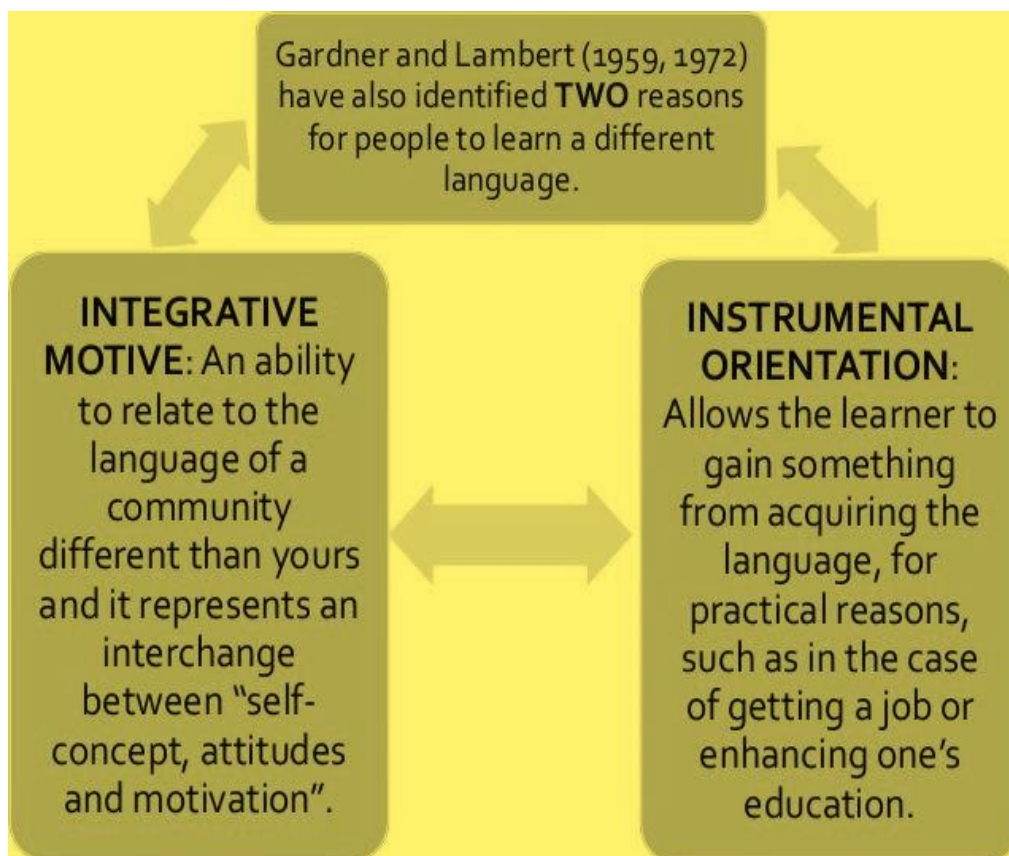
Brown (1994) suggests that the integrative motivation is when the learner wishes to integrate themselves within the culture of the second language group and to become a part of that society. If an individual like to speak English, likes English culture and wants to be identified as a member of the targeted language, this refers to an integrative motivation.

According to Gardner (2000) and Ellis (1997) integrative motivation plays an essential role in successful language learning in formal learning than instrumental motivation. When the learners' attitudes and motivation towards the target culture is positive, the second language learner easily becomes a part of the second language culture. This orientation implies an interest or desire to interact with and even become similar to target language speakers. This may not necessarily signify complete integration or assimilation into the target community though it involves a great deal of emotion or affective factors. An integratively motivated language learner sees great value in being able to use the target language and feels the need to learn and experience different cultures. According to Dörnyei & Csizér (2005) integrativeness is a key component in Gardner's influential conceptualization of L2 motivation, where a positive outlook on the second language and its culture makes the learner score higher since he/she wants to become similar to the L1 speaker of English.

### **2.5.2.2 Instrumental Motivation**

Instrumental motivation is related to learners' practical needs, such as getting a job, passing an exam or to get high income (Gardner & Lambert, 1977). Instrumental motivated learners want to achieve a goal for their own satisfaction. Instrumental motivation refers to the potential pragmatic advantages of the target language proficiency. The pragmatic gains could be such as getting a job, climbing up the social

hierarchy or fulfilling a requirement to be able to graduate. These pragmatic gains subtract the idea of integrating with the society unlike integrative motivation. An instrumentally motivated language learner emphasizes on learning the target language as an instrument to pass an examination, access additional information (e.g. research and academic materials), get a better job or a higher salary, expand career or business opportunities, or even gain more prestige and power in certain social circumstances. Instrumental motivation influences and motivates learners to learn a language for attaining instrumental goals, like furthering a career, translation and for reading technical material. Instrumentality has often been a highlighted variable in L2 motivational studies because of the perceived pragmatic benefits of L2 proficiency. For several language learners it is the usefulness of L2 proficiency that provides the greatest driving force in learning a new language. The instrumental approach on motivation appears relatively straightforward in terms of its content domain, but in practical terms it is not as clear-cut as it seems (Dörnyei & Csizér, 2005:21). Dörnyei (1998; page 123) sees the difference between instrumental and integrative at the functional level because ‘motivational antecedents that help to arouse motivation and direct it towards a set goal, either with a strong interpersonal qualities (integrative) or a strong practical qualities (instrumental).’



**Figure 3: Summary of the relationship between two types of motivation discussed in this section**

### **2.5.3. The Importance of Motivation in Language Learning**

Motivation makes language learners positive about their own learning and therefore, creating a desire in the learner to acquire the targeted language. If learners have a strong will power to learn the language, they enjoy the learning process, and experience real communication. This means that positive attitudes toward the learning situation will likely produce greater enjoyment in the study of the language, the desire to learn the language, and the effort put in learning the language.

Motivation produces effective second-language communicators by imbuing in them the seeds of self-confidence because experience of success and satisfaction has a strong connection with motivation. When students realize their improvement and

achievement, they gain the feeling of success when their motivation for learning a language can be integrative or instrumental.

#### **2.5.4. Social Psychological Theories and concepts about L2 motivation**

##### **2.5.4.1 Gardner's Motivation Theory**

Gardner's motivation theory has had positive impact in the field of L2 motivation research for many decades. Gardner (1985, page 10) defines motivation in his theory as 'the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity.' Gardner 's motivation theory has four distinct areas: (a) the construct of the integrative motive (b) the Socio-Educational model (c) the Attitude/Motivation Test Battery and (d) the extended L2 motivation construct developed together with Tremblay. (Tremblay & Gardner, 1995)

From Gardner's theory (2001), motivation includes three key elements—effort (the effort to achieve a goal or learn the language), desire (wanting to achieve a goal or learn the language) and positive affect (satisfaction with the task of learning the language). Gardner emphasis on the role of orientations, which aims to arouse motivation and direct it to reach the goals (Gardner, 1985; page 54). To Gardner 'orientation refers to a class of reasons for learning a second language'. In the same work, Gardner proposed two pertinent orientations (i.e. integrative orientation and instrumental orientation) which have been discussed and explored in L2 motivation research extensively. According to Gardner (1985), integrative orientation refers to a positive attitude towards the L2 community and the desire to get close to the community and even become a member of that community.

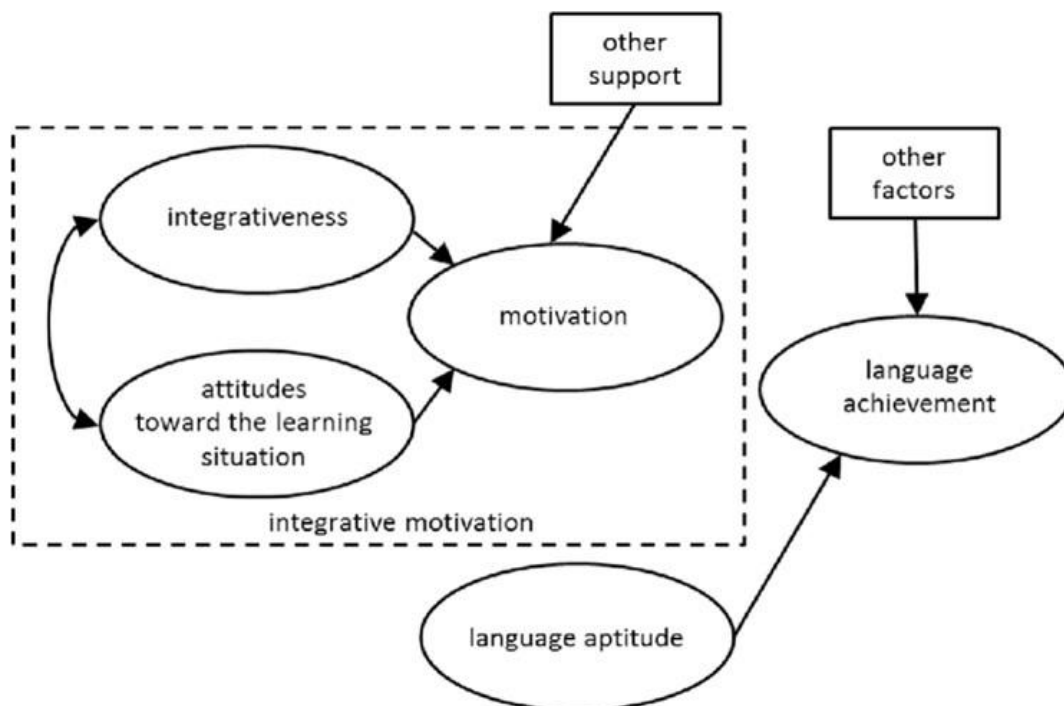


Instrumental orientation is seen as ‘an open and positive regard for outside groups who speak L2’ (MacIntyre, Baker, Clement, & Conrod, 2001, page 373). The Integrativeness orientation introduced by Gardner in his theory has caused a lot of confusion and debate in the L2 motivation field, (see, for example, Coetzee-Van Rooy, 2006; Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2011; Dörnyei et al., 2006; Kachru & Nelson, 2006; Lamb, 2004; McClelland, 2000; Norton, 2000; Yashima, 2000, 2009), Dörnyei (2005, 2009)). Dörnyei (1994) explained that a lot of L2 researchers had a problem with integrative motive/motivation, integrativeness and integrative orientation in this model in the past decades. The inconsistencies were based on the concept and operational definitions of the integrativeness. In an article, the definition shows ‘a genuine interest in learning the second language in order to come closer to the other language community’ (Gardner, 2001, page 5) and in a forum, Gardner (2001, page 1) himself indicates that the term has “slightly different meanings to many different individuals." Two major variables- Integrativeness and Attitudes to Learning Situation- were introduced to address the inconsistencies. According to Gardner integrativeness, attitude and motivation is connected to motivation variables. This variable influence learners’ level of motivation to learn a second language. Integrativeness refers to learners’ genuine interest in learning the second language in order to come closer to the other language community’ (Gardner, 2001, page 5). Motivation and Ability, which includes intelligence and language aptitude have a strong impact on an individual’s language achievement in the language learning context. The variable integrativeness, which he refers to as an important element in influencing motivation, is defined and clarified by Gardner as he argues: ‘We never meant integrativeness (or integrative orientation, or integrative motive) to mean one wanted to become a member of the other cultural community, but rather an individual’s

openness to taking on characteristics of another cultural/linguistic group' (Gardner, 2005, page 7).

The most outstanding and well-supported model ever proposed is Gardner's Socio Educational model (Gardner, 1988) (see Figure 4 for a schematic representation of the model). The model had been revised several times, but the idea always stressed is that languages are unlike any other subject at school, and that they involve acquisition of skills or behaviour patterns that are characteristic of another cultural community. Gardner and Lambert (1972:3) summarise the essence of the Socio-educational Model as follows:

*'This theory maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, learning the language. His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward the learning task itself.'*



**Figure 4 Socio- Education model of second language acquisition (Gardner 2001)**

#### **2.5.4.1.1 The L2 Motivational Self System**

To shift L2 motivation studies from the traditional idea of integrative and instrumental motivation of second language learners' Dörnyei's (2005, 2009) developed a model called the theory of "Positive Selves" or "L2 Motivational Self

System". Dörnyei's reconceptualization of integrativeness (Dörnyei and Csizér, 2002) and his development of the L2 Motivational Self System (Dörnyei, 2005) has its relevance from Markus and Nurius' (1986) possible selves' theory and Higgins' (1987) self-discrepancy theory. According to Markus and Nurius; possible selves refers to 'individuals' of what ideas they would like to become, and what they are afraid of becoming (Markus and Nurius,1986; 954). In Higgins' (1987, 1996) theory of future-selves the main emphasis is on the functions of self-guides that regulate behaviour in relation to an idealised future self. In Higgins theory, there are two key components, an

ideal self; which relates to attributes that the individual would ideally like to possess, i.e. hopes, desires, aspirations and wishes. Whilst the ought-self concerns those attributes that is felt ought to be possessed in order to conform to the expectations of others, i.e. self-experienced obligations, duties to others and perceived moral responsibilities. According to Dörnyei and Ushioda (2011, page 86), the L2 Motivational Self System consists of three components, which are: 'Ideal,' or hoped-for-self, which represents 'what we very much would like to become' (Dörnyei 2009: 12). Ideal L2 Self is explained further as that if the person we would like to become speaks an L2, the 'ideal L2 self' is a powerful motivator to become a competent L2 speaker because of the desire to reduce the discrepancy between our actual and ideal selves. Dörnyei theory of 'Ideal Self' is connected to the second language learner's wishes and desires that they would like to achieve in his/her future career, personal development and well-being. This type of motivational background is grounded on the learner's attitudes towards the target language and its native speakers. The second component of this theory, Ought-to L2 Self, concerns 'the attributes that are believed one ought to possess (i.e. various duties, obligations, or responsibilities) in order to avoid possible negative outcomes' (Dörnyei 2005; page 106). The desire is as a result of social pressures, therefore, in the 'Ought-to L2 Self' the pressure is rather meeting external needs and expectations than a personal desire. The 'ought-to' self is connected to instrumental motivation in literature. Among the typical instrumental motivations, we can mention better salary, better job, and some external learning motivations such as those connected to linguistic prestige – state language, international language, etc. The concept of the 'Ought-to self' thus captures negative aspects, such as avoiding negative outcomes and responding to external types of motivation (Dörnyei 2009: 29). The third constituent of the theory is the 'L2 Learning Experience'. Dörnyei (2005;

page 106) claims that L2 Learning Experience covers ‘situations specific motives related to the immediate learning environment and experience.’ Dörnyei (2008) explains further the “L2 Learning Experience” as the relationship between students and faculty as an interactive one that can be either positively or negatively synergistic. Dörnyei and Ryan’s (2015, page 88) summaries the third component, ‘the L2 Learning Experience, is different from the first two in that it focuses on the learner’s present experience, covering a range of situated, ‘executive’ motives related to the immediate learning environment (e.g., the impact of the L2 teacher, the curriculum, the peer group, and the experience of success)’.

#### **2.5.4.2 The Attitude/Motivation Test Battery**

The Attitude/Motivation Test Battery (AMTB) was developed to measure the relationship between attitudinal and motivational constituents of the model and L2 proficiency (Gardner, 1985b). Gardner explained further that the instrument called the ‘Attitude/Motivation Test Battery (AMTB)’ measures non-linguistic goals emphasize such aspects as improved understanding of the other community, desire to continue studying the language, an interest in learning other languages.

With this battery, the second language learner must indicate their agreements to various questions (strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree). Gardner’s studies use the AMTB to measure individual-difference variables in:

Motivation measured by:

- Attitudes toward Learning French (10 Likert scale items),
- Desire to Learn French (10 multiple choice items) and

- Motivational Intensity (10 multiple choice items).

*Attitudes toward the learning* situation elicits students 'reactions to formal instruction assessed by

- Attitudes toward the French Teacher (25 semantic differential items)  
and
- Attitudes toward the French Course (25 semantic differential items).

*Language anxiety*, which refers to feelings of anxiety a student experiences in the foreign language classroom, assessed by French Class Anxiety (5 Likert scale items).

*Other attributes* are a category that includes measuring items, which do not fit into any of the other categories such as Instrumental Orientation (4 Likert scale items),

*Parental Encouragement* (10 Likert scale items) and

*Orientation index* (1 multiple choice item).

The Attitude and Motivation Test Battery' (AMTB) was initially used to predict the language achievement among learning English language by French speaking students in Canada (Clement, Gardner and Smyth (1977)).

**Table 2: Summary of the Attitude/Motivation Test Battery**

<b>Components</b>	<b>Measures</b>
1. Integrativeness	<ol style="list-style-type: none"><li>1. desire to learn English for social reasons</li><li>2. Interest in English</li><li>3. Attitude towards learning English</li></ol>
2. Language Anxiety	<ol style="list-style-type: none"><li>1. language use outside the classroom.</li><li>2. English anxiety in the classroom</li></ol>
3. Instrument	Learning English for pragmatic measures
4. Motivation	<ol style="list-style-type: none"><li>1. Motivational intensity (Why learners try to solve challenges they encounter)</li><li>2. Desire to learn English language</li><li>3. Attitude towards learning English language.</li></ol>
5. Attitude towards the learning situation	<ol style="list-style-type: none"><li>1. Language teacher Evaluation</li><li>2. Language Course Evaluation</li></ol>

Adapted from The Attitude/Motivation Test Battery: Technical Report (1985) by R.C

Gardner

## 2.6 Language Attitude

The concept of attitude is complex to describe; therefore, researchers have proposed different definitions over the years, and each reflects a particular theoretical position. What is more, definitions of attitude are surrounded by semantic disagreements and differences about the specificity and generality of the term. The Longman Dictionary of Applied Linguistics and Language Teaching (2002, page 297) defines language attitudes as follows:

*“the attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect of second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.”*

Allport (1954) as cited in Bordens & Horowitz (2008:157) from a cognitive point of view, describes attitude as ‘a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related’. Gardner (1985) claims that attitude is ‘the sum total of human’s incitements and feelings, bias or prejudice, threats, fear, preliminary feelings and condemnations regarding any indicated topic’. Brown



(2007) describes attitude as a “set of beliefs that a learner holds toward the target language whether it is important, interesting, boring, and so forth.”

Research on language attitudes is connected to a larger socio-political, sociocultural, and socio-economic context where multilinguals’ languages are attributed different meanings and values. Language learners’ attitudes towards the language (including its status and prestige) and its speakers greatly influence the language learning process and the learning outcomes. Carroll (1964), (Csizér 2007, Dörnyei 2009) claim that attitude represents one of the most important sets of variables for predicting learner efficiency and achievement.

Social psychologists claim that attitudes have a direct influence on behaviour because someone’s attitude toward a target influences the overall pattern of the person’s responses to that target. Ellis (1994) suggests that learners show different attitudes toward (a) the target language, (b) target language speakers, (c) target language culture, (d) the social value of learning the second language, (e) uses of the target language, such as a skill, (f) themselves as members of their own culture, (g) language preference, and (h) attitude of parents toward language learning. Triandis (1971) on the other hand suggests that attitudes are made up of three components: cognitive (beliefs), affective (emotions), and conative (behavioural); that is, what a person thinks and feels, and how he or she tends to behave toward an object. These components are often interdependent to a certain extent and interact dynamically with the environment.

Attitude is a set of beliefs and psychological predispositions to act or evaluate behaviour in a certain way (Gardner 1985). Language attitude is also described as a complex notion which can be defined as part of the existential competences, but also as a dynamic structure of learner attitudes. An individual with strong positive beliefs about the results of a certain behaviour will have a positive attitude toward that

behaviour. The converse is also true: strong negative beliefs about the results of a certain behaviour will result in negative attitudes toward that behaviour. Ryan and Giles (1982) present a more language-focused view of attitudes as, “any affective, cognitive or behavioural index of evaluative reactions towards different language varieties or their speakers” (page 7).

## **2.7. Distinctions between attitude and motivation**

The literature on attitudes and that of motivation are sometimes close and very confusing. Therefore, we need to be clear how attitude and motivation differ as concepts. An attitude is seen as a set of beliefs and motivation is a reason for doing something. This can be confused because a set of beliefs can be a reason for doing it. The implication is that a person may be motivated to learn English because of his/her attitude towards the English culture, or towards the instructor. It is a common belief that it is difficult to learn a subject if you have a negative predisposition towards the instructor. In the same way, it will be difficult to learn a second language specifically English if you dislike the English teacher. There is, however, a small amount of research which suggests that learners can in fact distinguish between the messenger from the message.

Another distinction put forward is in much of works on motivation. It is between integrative which is related to the desire to learn more about a culture, its language and people and instrumental motivation which also relates to achieving some other goals. So, if you learn English because it will help you get a higher education, then your motivation is instrumental. The literature on motivation states that persons who are instrumentally motivated are more successful in acquiring the second language because they have a positive attitude towards the target language people, culture and the target language itself.

Gardner and Lambert (1972) explore the influence of attitudes and motivation on second language achievement and assert that learners with a positive attitude and high level of motivation will be successful in developing proficiency in the language and vice versa. They expressed 'Attitude' as the desire of the students' mental fortitude in striving to reach a goal while 'Motivation' is seen as a reason for doing something. Their views are strengthened by the idea that a successful language learner should have self-confidence and the will-power to move beyond his/her limits to achieve their goals. Hence, a negative attitude and lack of motivation can lead to obstacles in learning a language whereas learners' repeated success leads to the creation of positive attitude to the second language. Thus, if the student enters the class with uncertain attitudes about the language, or even positive ones, and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself. A person with negative attitude about learning may walk into foreign language classroom and quickly generalize his dislikes. Therefore, good attitudes and feelings towards learning a second language is necessary to the learning of the target language.

In a similar vein, Gardner (1985) suggests that 'Attitude' is viewed as a person's reaction of likes or dislikes to an object i.e. language learning situation, the native speakers, the language itself etc. and 'Motivation' is described as an inner desire which urges a person to initiate an activity and to reach the final goal. The importance in Gardner's (1985) theory is, therefore, that the success of a person to learn a second language may be influenced by the student's ability to have a 'personality adjustments' towards the target language group. This image alteration will influence how successful the learner of a second language will be able to absorb aspects of that language. This suggests that it is easy to predict whether a person can learn the L2 or not if we know

their attitude or disposition towards the target language culture or community i.e. what he or she thinks and feels about them. This hypothesis has been the basis underlying most of the research conducted into the relationship among attitudes and Second Language Acquisition (SLA), see for example Gardner and Lambert (1959, 1972), Lukmani (1972) and Oller, Baca, and Vigil (1977).

### **2.8. Previous studies in Gender Differences in Language Learning Motivation**

The relationship between L2 motivation and gender of second/foreign language learners has been investigated in several studies. The issue, however, has not been explored extensively in the Ghanaian context of foreign language learning despite the social, historical and educational peculiarities of this educational context.

Researchers have different views towards males and females in SLA. Bacon (1992) claims that there is no difference between the sexes in SLA. According to Gardner and Lambert (1972) female learners are more motivated than male learners. Spolsky (1989) expressed that girls have more positive attitudes towards speakers of the target language. Ludwig (1983) postulates that male learners are more instrumentally motivated. Bacon and Finnemann (1992) argue that female learners of L2 Spanish at university level had the stronger instrumental motivation and according to Bacon (1992) men use translation strategies more than women. Csizer and Dörnyei, (2005) debated that male learners are less motivated to acquire the English language in Hungarian schools.

Nowadays, researchers are much keen to attribute gender related differences to socio-cultural factors that are imposed on female role models that foster a positive attitude to second language learning (Ekstrand 1980 cited in Sunderland 2000). In different motivation studies conducted on gender differences in foreign language learning

context, it has been observed that females are more motivated in learning foreign languages than boys (e.g. Dörnyei, Csizer, & Nemeth, 2006; Mori & Gobel, 2006).

Henry (2011) reviewed an empirical study from different sociocultural contexts and confirmed the existence of systematic gender differences in L2 motivation. These studies indicated that females were more motivated to learn foreign languages and they demonstrated more positive dispositions toward target language speakers and cultures. These sociolinguistic findings further strengthened the stereotypical belief that “girls are better at language learning than boys” (Heinzman, 2009, page 19). Males, on the other hand, were characterized as more ethnocentric, with independent self-construal and stronger ability in math and physics.

In Japan, Mori and Gobel (2006) investigated differences in motivation based on gender among students in Japan. There were four hundred fifty-three (453) second-year students from Japan who participated in their study. Their results indicated that female participants have a high interest in the cultures and people of the target language community, show a greater desire to make friends with those people and are more interested in travelling and/or studying overseas than male participants.

Williams, Burden and Lanvers (2002) in England conducted a research on secondary school students’ motivation to learn French. There were two hundred and twenty-eight (228) respondents who took part in the research. The results show that girls expressed a significantly higher degree of liking and desire as well as a greater integrative orientation than the males in the research.

Koludrović and Ercegovac examined age and gender differences in goal orientation, relationship between motivation and academic achievement among students in Croatia. 650 subjects comprising male and female students of both primary and secondary

school were involved in their research work. The results show significant gender differences. From the variables investigated female students scored significantly higher on task commitment, dedication, concern for others, and belonging, whereas male students scored significantly higher on competition, domination and rewards. The researchers conclude that girls are more intrinsically motivated than boys.

Sung & Padilla (1998) investigated 144 elementary and 451 secondary school students' motivation towards learning Chinese, or Korean as L2. Findings of the study confirmed significantly higher motivation for females than their male counterparts.

A research conducted in Canada by Abu-Rabia (1997) to identify the gender differences of Arab students in the motivational constructs and attitudes towards ESL learning revealed that both male and female participants showed stronger extrinsic motivation to learn English as a second language in the Canadian context.

In the study no gender differences were revealed.

Most studies acknowledged the superiority of female learners in foreign language learning when compared to their male counterparts (for recent EFL: Henry, 2009, 2011; Iwaniec, 2015; Öztürk & Gürbüz, 2013; Ryan, 2009; and for other foreign languages: Kissau, 2006; Kissau, Kolano, & Wang, 2010; for more previous studies: Henry, 2011), and particularly in the core affective domain of integrativeness (Ahmadi, 2011; Ghazvini & Khajepour, 2011; Henry, 2011; Okuniewski, 2014). However, there were studies that reported completely different results (Al-Bustan & Al-Bustan, 2009; Polat, 2011) or no significant gender differences in L2 motivation (Akram & Ghani, 2013; Azarmoosh & Birjandi, 2012; Henry, 2011).

In conclusion, the results from the various research shows conflicting evidence and inconsistency of learning a second language based on gender differences. The

inconsistency in the results might perhaps be explained in terms of either selection factors (MacIntyre, Baker, Clément and Donovan, 2002; Ravid, 1987), socio-cultural factors (Shaaban and Ghaith 2000) or a combination of both selection and cultural factors (Cortés, 2002), Henry (2011). These findings suggest that gender may or may not be a strong predictor of attitude and interest in interaction with target culture.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology and the procedure used in obtaining the data for this research. Its emphasis on the following areas: sampling or participants, instrument for data collection sample, data collection procedure, ethical consideration, limitations of the study and data analysis. Quantitative techniques were used to analyse the data collected, to understand the influence of gender on motivation and attitudes of students learning English as a foreign language.

#### **3.2. Sampling/ Participants**

This thesis mainly based its analysis on data collected in January 2019 in Kumasi, the Ashanti Region of Ghana (see page 8, 2.2). The informant selection was based on ethnographic and geographic criteria. The data collected in the form of questionnaire was conducted among students from different backgrounds. The research sample was composed of 33 female and 29 male participants with a total number of 62 students participating in the study. They were 1<sup>st</sup> Year (SHS 1), 2<sup>nd</sup> Year (SHS2) and 3<sup>rd</sup> Year (SHS 3) year students aged between 10-19 years. Those in the first year were enjoying their first semester at the secondary school level of their education. Those in the second year were in their third semester at the secondary level. However, those in the 3<sup>rd</sup> year were in their 8<sup>th</sup> term preparing for their final external exams (WASSCE) which will help them move to the tertiary level. Furthermore, the issue of gender was considered because it has been established that gender difference and individuals' motivation influenced how we use and learn language (MacIntyre, Baker, Clement, & Donovan, 2002)



### **3.3. Instrument for Data collection**

To collect data on learners' motivation and attitudes, the Attitude/Motivation Test Battery (AMTB) designed by Gardner, Clement, Smythe and Smythe (1979) and Dörnyei (1990) Motivation and Attitude Questionnaire was adopted to suit the context of this study. Dörnyei (2001a, page 189) notes that 'the AMBT has good construct and predictive validity, can be used as a standardized motivation test if considerable adjustments pertinent to the specific context are made to fit the context.' The AMBT has been successfully used in different social-psychological L2 motivation works in many different contexts (e.g., Baker & MacIntyre, 2000; MacIntyre & Charos, 1996; Bernaus, Masgoret, & Gardner, 2001). The Attitude and Motivation Test Battery' (AMTB) was initially used to predict the language achievement among learning English language by French speaking students in Canada (Clement, Gardner and Smyth (1977)). With this battery, the second language learner must indicate their agreements to various questions (strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree). Gardner's studies use the AMTB to measure individual difference variables. The AMTB has been slightly modified to suit the context of this study i.e. the influence of gender on motivation and attitude on Ghanaian SHS students.

The instrument for the data collection was set up in two parts: background information of respondents which included; class or level, age, and gender. The second part were items that measure students' motivation and attitudes to learning English as a second language. The questionnaire (See Appendix A) consists of 28 statements which relate to the following variance

- i. integrative motivation: The first set of questions (1 - 9) was set on Integrative motivation. An integrative orientation occurs when the learner is studying a language because of a wish to be identified with the culture of the speakers of the target language. Those with integrative motivations are led by largely affective factors, having a desire to learn about the culture associated with the target language, to associate themselves with its users and to integrate in the L2 speech community.
- ii. Instrumental orientation. Questions from 10 -18 were all set to measure learners' instrumental motivation. Instrumentally oriented learners learn because they want to achieve a practical goal, i.e. pass examinations or advance in their career or the wish to learn the language for purposes of study or career promotion. Instrumental motivations are utilitarian and often found in typical classroom environments. This subset seeks to examine the learners' motivation to learn English for instrumental motivation i.e. their desire to learn English for pragmatic purposes such as getting a better job and passing examination.
- iii. The attitude questionnaire (items 19 – 28) is a composite of several questionnaires that measure attitude towards learning a second or foreign language, as well as attitude toward the relevant target culture, the language learning process. The questionnaires were set to measure attitude of the learners' motivation towards the English language.  
  
Learners' attitude can be defined as a collection of feelings regarding language use and its status in the society. Students attitudes towards learning English may be good, bad and neutral. In this study, the

questionnaire measures students' general attitudes towards English language, English culture and the learning situation.

In this work the researcher adopted questionnaire to solicit information from the respondents because; it can be used to measure phenomena such as attitude, motivation and self-concepts in L2 learning which are not easily observed. Again, it is pertinent in data collection processes involved in using language and to gather background information about research respondents. Accuracy of data from respondents are assured since subjects in the research are given the questionnaire at the same time.

A 5-point Likert scale (Likert 1932) is used with which students choose one out of five statements - strongly agree, agree, neutral, disagree and strongly disagree.

For this study, the numerical values of +5, +4, +3, +2, and +1 are assigned to

Strongly agree (SA), Agree (A), Neutral (NT), Disagree (DA), and Strongly disagree (SDA), respectively.

### **3.4 Validity**

According to Lang and Johnson (2000) validity is seen as the determination of the extent to which a measurement instrument actually measures what is intended to measure. To achieve the principles of validity, the researcher with an assistance from two colleagues conducted a pilot before carrying out the actual research. The questionnaire was piloted among 10 students at the SHS One level. The piloted questionnaire contained 32 statement and 5point Likert scale. Due to financial constraints and the tight scheduled of the researcher, it was decided to pilot the questionnaire only among the students at the Senior High School (SHS) one level. Moreover, if the time it takes to administer the questionnaire, the efficiency of scoring and the questionnaire was made easily comprehensible to the younger learners, it would

not cause any difficulty among the older learners. The researcher was personally involved with the distribution and supervision of the piloting so that he could provide further clarifications if needed and take notes of all the comments made by the respondents. Modifications to the original questionnaire were made based on the feedback gathered to get the final draft for the study. The final questionnaire was organised around three main components or variables, which have been discussed in the previous section in the work.

### **3.5. Reliability**

Green and Thorogood (2009) define reliability as the accuracy and consistency in collecting, coding and reporting of data as well as thoroughness of analysis. In this work, an internal consistency test was run to check the degree of homogeneity of the test items. To evaluate reliability the Alpha Coefficient (Cronbach's Alpha) was used. The internal consistency of the questionnaire was measured for each group of Likert-type scale questions. Herbert and Elana (1989, page 187) report that 'Reliability is expressed as a coefficient ranging from 0.00 to 1.00. The higher the coefficient the more reliable the procedure is. In general, one would expect reliability to be at least .70 or .80. Table 3 shows that the internal reliability of the questionnaire (1 – 28) through Cronbach's Alpha is 0.857 which is acceptable, and this confirms the significance of the research instrument.

**Table 3: Internal reliability of the questionnaire.**

Cronbach's Alpha Items	Cronbach's Alpha Based on Standardized	N of Items
.857	.887	28

The results from table 4 show that the internal consistency reliability (Cronbach's Alpha) for each orientation was more than 0.70, which indicates that each orientation reached its homogeneity.

**Table 4: Internal consistency reliability for three orientations**

Integrative Motivation	Instrumental Orientation	Attitude
0.82	0.79	0.87

### **3.6. Data Collection/ Procedure**

The questionnaire containing 28 statements was distributed to the students at all levels at the selected secondary schools in Kumasi. The participants were asked to read each statement carefully, to be honest and to provide a response for all the statements in the questionnaire. Procedures for data collection comprise handing out the questionnaire, instructing the participants to complete the questionnaire and hand it in personally to the author. Details and clarifications were provided when students had difficulty in understanding the items. Participants were advised to tick the box that most closely represented their reaction to each of the items on the questionnaire.

### **3.7. Ethical Considerations**

This study involves human participants and certain research ethics are therefore considered for the data collection. Below is an outline of the ethical considerations.

- 1 A letter of permission, written by the researcher, was sent to the heads of the respondents' schools prior to the commencement of the research. The data collection began only after the headmasters and headmistresses approved the researcher's request.
- 2 All the respondents in the study signed a consent form before the commencement of the research.
- 3 The case of anonymity is taken care of since the school and respondents are not identified by name in this work.
- 4 All information gathered are kept confidential on a password-protected personal computer and are available only to the researcher.

### **3.8. Limitations of the Study**

There were several limitations to the present study which should be highlighted to avoid any overgeneralisations and misinterpretations of the results. Due to time and financial constraints, the present study was confined to 65 students, therefore, the findings might be a reflective of the motivation and attitudes of those who participated in this research. Based on the limited number of respondents in this work, generalisation from the research findings should be made with caution. Finally, this study is limited to a small part of one region in Ghana, therefore, providing only a partial picture of the frame of mind of SHS learners' attitude towards learning English as a second language and the results may not be a reflective across context. It is assumed that students answered the questions honestly and sincerely. This current study was done with the hope that a much

comprehensive research would be undertaken in the future to shed more light in this specific area.

## CHAPTER 4

### ANALYSIS OF FINDINGS

#### 4.1 Introduction

This chapter consists of presentation and analyses of data from the field work. The work investigates the influence of gender on motivation and attitude in learning English as a second language. The respondents are students in Kumasi, the capital of Ashanti region of Ghana. In all, 28 questionnaires were administered to the respondents.

Respondents were given enough time to fill the questionnaires and where possible clarification or explanation was given out to respondents. However, some of the items on the questionnaires were not answered and were treated as no response, and as such only valid percentages were used. The results on the individual questionnaire items were tallied to arrive at a score for each participant. The questionnaire consisted of 28 items which were used as metric variables in the questionnaire to measure learners' motivation and attitude towards learning English as a foreign language.

#### 4.2 Data Analysis

The data collected were analysed using descriptive statistics, frequencies, percentages, mean scores and standard deviations. Again, to assess gender differences in attitude and motivational items, a series of t-test samples were performed. This is done to determine whether there is statistical evidence that the respondent groups i.e. gender were significantly different. The standard  $p < 0.05$  criterion was used to process the data with the help of SPSS 25 for Windows (Statistical Package for the Social Sciences). In this work if  $p$  is greater than 0.05 ( $p > .05$ ) our group variances can be treated as equal but if  $p < 0.05$  we have unequal variances. Moreover, in examining the correlation between attitude and motivation Pearson correlation was used.



According to Herbert and Elana (1989, page 220) ‘The conventional level of rejecting the null hypothesis is  $p \leq .05$  or  $p \leq .01$ , which means that, given the size of the sample of the study, a correlation of the magnitude found would have occurred by chance fewer than five times out of 100  $p \leq .05$  or for once out of 100 for  $p \leq .01$ .’ In this section an attempt will be made to provide information on possible influence of gender in those areas.

**Table 5: Significance of Mean score**

Scale	Mean Range	Motivational Levels	Attitudes Levels	Score Range
1	Strongly Disagree	Very Low	High Negative Attitudes	1.00 – 1.99
2	Disagree	Low	Negative Attitudes	2.00 – 2.99
3	Neutral	Average	Neutral Attitude	3.00
4	Agree	High	Positive Attitudes	3.00 – 3.99
5	Strongly Agree	Very High	High Positive Attitudes	4.00 – 4.99

Source: Adapted from (Kitjaroonchai, 2013, page 26)

The table shows the significance of the mean score for each item of learners’ attitudes; a high score means that students have positive attitudes, while a low score means that students have negative attitudes towards English language learning.

**Table 6: Age and gender of respondents**

Gender	Age Group		Total Number	%
	10 – 15	16 – 19		
Male	15	14	29	45.3
Female	18	15	33	51.6
Overall	33	29	62	100

Out of a total 65 respondents, 3 students representing 4.6% did not indicate their gender. The ages of the sixty-two (62) respondents range from 10 – 19. From the data collected, 15 respondents within the age range of 10-15 were males and 18 were females. While 14 males and 15 females were in the age range of 16 – 19. The total number of male respondents were 29 representing 45.3% while there were a total number 33 females representing 51.6%

As seen from table 6 most participants were within the age range of 10 -15. i.e. (33 out of 62), while the average age was 15 years and 10 months (N=62), therefore, I can say that all participants were in the middle of their teenage.

**Table 7: Level of Education of respondents based on gender**

Level of Education	gender	Number		%
SHS 1	M	11	25	40.3
	F	14		
SHS 2	M	10	19	30.6
	F	9		
SHS 3	M	8	18	29.0
	F	10		

Most of the respondents (25) representing (40.3%) were in the first year. Those in the second year were 19 representing 30.6%. SHS 3 respondents composed only 29% of the whole sample in comparison to the other respondents.

**Table 8: Age and level of education of respondents based on gender**

CLASS	Gender	10 – 15	%	16 – 19	%
SHS 1	M	8	40	3	60
	F	12	60	2	40
SHS 2	M	5	50	5	55.6
	F	5	50	4	44.4
SHS 3	M	2	66.7	6	40
	F	1	33.3	9	60

The ages of the sixty-two (62) respondents range from twelve to nineteen and all of them were at SHS one to SHS Three. From the data collected, 20 respondents within the age range 10 -15 were in SHS One. 8 were male representing **40%** while (12) female respondents represented **60%**. Respondents within 16 – 19 years were 3 males representing **60%** and 3 females representing **40%**

For those in SHS 2 respondents within the age range of 10 – 15 were (5) males representing **50%** and (5) females also representing **50%**. Respondents within the age range of 16 – 19 were (5) males representing **55.5%** and (3) females representing **44.4%**

For respondents in SHS 3 those within the age range of 10 – 15 were (2) male representing **66.7%** and (1) female representing **33.3%**. Respondents within the age range of 16 – 19 were (6) males representing **40%** and (9) females representing **60%**.

**Table 9: Descriptive Statistics of overall factors measuring Attitude and Motivation**

	N	Min	Max	Mean	Std. D
English language plays an important role in the world.	62	1.00	5.00	4.5000	.804
I would like to communicate more often with native speakers.	62	1.00	5.00	4.0484	1.28
I will continue learning English after school	62	1.00	5.00	4.1129	1.18
Studying English will help me if I should ever travel abroad.	62	2.00	5.00	4.1129	1.04
studying English is important because it will help me meet more people	62	1.00	5.00	4.3065	1.00
I would like to speak English fluently.	62	1.00	5.00	3.7419	1.40
studying English will help to converse freely with other people	62	1.00	5.00	3.9194	1.28
studying English will make me more knowledgeable	62	1.0	5.0	3.919	1.28
studying English will help me appreciate English culture	62	1.00	5.00	3.7097	1.28
Do you think that learning English will help you achieve your academic dreams?	62	1.00	5.00	4.1452	1.03
studying English will make people respect you.	62	1.00	5.00	3.9516	1.26
I study English to learn more about the world	62	1.00	5.00	3.9677	1.24
Do you think that learning English will open more job opportunities for you?	62	1.00	5.00	3.8548	1.22
Learning English is important because I will need it for my future career.	62	2.00	5.00	4.2097	.977
Studying English will help me to become more successful in life.	62	2.00	5.00	3.9839	1.01
Studying English will help me pass my exams	62	1.00	5.00	3.5968	1.45
studying English will help broaden my horizon	62	1.00	5.00	3.8871	1.13

learning English is important for personal development	62	1.00	5.00	4.1290	1.10
I would have learnt English even if it were not in the school curriculum	62	2.00	5.00	4.2581	.828
English is one of the most important subjects in SHS.	62	1.0	5.0	3.758	1.25
I like hearing English spoken	62	1.00	5.00	3.7096	1.40
I enjoy my English language lessons.	62	1.00	5.00	3.5967	1.17
The English people are sincere	62	1.00	5.00	3.4838	1.46
I have always admired the English people	62	1.00	5.00	4.1935	.938
My English teacher is adorable	62	2.00	5.00	4.3387	.939
My English teacher is efficient	62	2.00	5.00	4.1935	.938
I enjoy my English lessons very well	62	2.00	5.00	4.2258	.755
I love answering questions using English	62	1.00	5.00	4.3226	.954
Valid N (listwise)	62				

SOURCE SPSS

The table shows all the variables which measured the Attitude and Motivation of the respondents towards learning English. The descriptive statistics shows that the highest mean **4.50** in the study was about students learning *English because it plays an important role in the world* and therefore it is worth learning the English language. They also have belief in their English teacher because *she/he is adorable (Mean=4.33)*, and they love *answering questions using English (Mean=4.32)*, on the contrary the respondents did not believe that the *English people are sincere* with a mean score of **3.48**. The respondents find it difficult to appreciate that studying *English will help them appreciate English culture (mean=3.70)*

The descriptive analysis, of the mean frequency of overall factor was found to be **4.00**. This was close to the degree value of 5. It shows a high mean value. The mean results

confirmed that the respondents were more aware of and used to attitudinal and motivational factors (instrumental, integrative orientation and attitude towards learning English) researched in this work.

**Table 10: Descriptive statistics of Integrative motivation based on gender**

Items	GENDER	Number	Mean	ST. D	%
1	Male	29	4.37	.978	41.4
	Female	33	4.60	.609	57.5
2	Male	29	3.58	1.452	42.7
	Female	33	4.45	.971	58.6
3	Male	29	3.75	1.327	46.3
	Female	33	4.42	.969	57.3
4	Male	29	4.06	1.162	45.3
	Female	33	4.15	.939	53.7
5	Male	29	4.17	1.255	40.9
	Female	33	4.42	.708	54.7
6	Male	29	3.27	1.532	44.4
	Female	33	4.15	1.48	59.1
7	Male	29	3.72	1.38	42.4
	Female	33	4.09	1.18	55.6
8	Male	29	3.55	1.45	40.2
	Female	33	4.24	1.03	57.6
9	Male	29	3.62	1.34	45.6
	Female	33	3.78	1.24	54.3
Overall mean	Male	29	3.78	OVERALL STD	Male =
	Female	33	4.25		Female =

The descriptive statistics describes learners’ integrative motivation towards the English language learning by question. Those with integrative motivations are led by largely affective factors, having a desire to learn about the culture associated with the target language, to associate themselves with its users and to integrate in the L2 speech community. Table 10 shows that female respondents have relatively higher mean scores & percentage in all the items tested than male respondents. The respondents have relatively high mean score in item 1. *‘English plays an important role in the world’* with an average of **4.500** and item 2. *‘Studying English will help me if I should ever travel abroad’* (**mean=4.112**) with item 9. *‘Learning English will help me appreciate the English culture’* being the least agreed with a mean score of **3.70**. Based on the results, it is fair to say that the respondents have high motivational orientation. Again, items (2,6 and 8), *‘I would like to communicate more often with native speakers, ‘I would like to speak English fluently’* and *‘learning English will help me converse freely with other people’* reveal a significant difference between both genders based on the mean score. The female respondents in the study had mean scores of **4.45, 4.15, 4.24** in items 2, 6, and 8 while the male respondents had **3.58, 3.27, 3.55** in the selected items respectively.

**Table 11: Overall Descriptive Statistics of Integrative Motivation among the participants**

Items	Number	Mean	SD	Min	Max
Total	62	4.04	5.185	2.00	4.50



The overall mean score stands at **4.04**, which is seen as “very high” motivation, meaning that the students of the study are “highly” motivated to learn English.

**Table 12: Overall Descriptive Statistics of Integrative Motivation based on gender**

Gender	Number	Mean	ST. D	%
Male	29	3.78	5.786	43.9
Female	33	4.25	3.671	56.1
Overall	62	4.04	5.185	100

Table 12 provides more information of the overall mean score for both genders in the study. Based on the descriptive analysis of the mean scores obtained (**4.25**). Female respondents were ‘highly’ motivated than their male (**mean=3.78**) counterparts in the study. The degree value used in the analysis was 5 and, the mean frequency of overall factor was **4.04**, which was very close to the degree value.

**Table 13: Descriptive statistics for Items measuring Instrumental Orientation  
based on gender**

Items	Gender	Number of respondents	Mean	Overall mean	ST. D	%
10	Male	29	4.06	4.145	1.162	45.9
	Female	33	4.21		.927	54.1
11	Male	29		3.951	1.388	47.3
	Female	33	4.00		1.55	52.7
12	Male	29	3.68	3.967	1.339	43.5
	Female	33	4.21		1.111	56.5
13	Male	29	3.89	3.854	1.234	47.3
	Female	33	3.81		1.236	52.7
14	Male	29	4.13	4.209	1.025	46.0
	Female	33	4.27		.944	54.0
15	Male	29	3.89	3.983	1.144	45.7
	Female	33	4.06		.899	54.3
16	Male	29	3.06	3.596	1.646	39.9
	Female	33	4.06		1.087	60.1
17	Male	29	3.66	3.887	1.203	44.0
	Female	33	4.09		1.041	56.0
18	Male	29	4.13	4.129	1.245	46.9
	Female	33	4.12		.492	53.1
Overall	Male= 3.83 Female= 4.08					

Table 13 shows the learners’ instrumental motivation towards learning English language for all variables measured based on gender. The descriptive analysis indicates that the respondents in the study were convinced that (item 10) “*Do you think that learning English will help you achieve your academic dreams*’. The mean score of this statement has a value **4.14**, which means it was a “very high”. Item 14 ‘*learning English is important because I will need it for my future career.*’ With a mean score of **4.20** which is “very high”. Item 16 ‘*Studying English will help me pass my exams*’ was the least agreed statement in this group with a mean score of **3.59**. Although, it was the least agreed by all the respondents, it has a high mean score. This means that the respondents in the work all agreed that learning English is important, and passing an exam is crucially important.

**Table 14: Overall Descriptive Statistics of Instrumental Motivation among the participants**

Items	Number	Mean	ST. D	Min	Max
Total	62	3.96	3.9187	2.60	4.20

Table 14 illustrates that the respondents in the study have a ‘high’ instrumental motivation. It, therefore, indicates that Senior High School students in Ghana have a strong positive instrumental motivation for learning English as second language

**Table 15: Overall Descriptive Statistics of Instrumental Motivation among the participants**

Gender	Number	Mean	ST. D	%
Male	29	3.83	4.205	45.2
Female	33	4.08	3.382	54.8
Total	62	4.08	3.9178	100

As can be seen from table 15 female students are instrumentally motivated than male respondents in the work. By comparing the mean results, Ghanaian female students had more instrumental motivation than males with average mean scores of **4.08** in contrast to that of the male respondents' average mean score of **3.83**.

**Table 16: Overall Descriptive Statistics of Motivation based on gender**

Motivation factor	Gender	Number	Mean	ST. D	t	Df	Sig
Instrumental and Integrative	Male	29	3.81		.890	61	.331
	Female	33	4.16				

Table 16 shows comparisons of the mean scores of student motivations according to their gender. Comparing the overall mean score obtained female participants obtained a higher overall mean score on motivation (**Mean=4.16**) than the male respondents mean of (**3.81**). Based solely on the mean scores, the female participants were more motivated in learning English. However, an independent samples t-test performed

revealed that there was no significant difference between these two groups of respondents. Inspection of the table reveal that statistically both gender in the study have equal motivation towards the Learning of English is high.

**Table 17: Descriptive Statistics of overall Instrumental and Integration**

**Motivation based on gender**

Type of Motivation	Gender	Number	Mean	Total mean	T	df	Sig (2tailed)			
Instrumental	Male	29	3.83	3.96	.980	61	.331			
	Female	33	4.08							
Integrative	Male	29	3.78	4.04						
	Female	33	4.25							

Table 17 shows the descriptive statistics of the two types of orientations (integrative and instrumental) measured in the study. When the two types of motivation: Integrative and Instrumental orientations were compared the respondents in the study had higher integrative motivation than instrumental motivation towards learning of English with a mean score of **4.04 and 3.96** respectively. This supports Gardner and Lambert (1972) and Pavlenko (2002) theory that learners with high integrative motivation were more successful in learning a second language/foreign language than those with instrumental motivation. A paired t-test was performed to see whether there was any significant difference between the two types of motivation. The test results proved that there was no statistically difference between them. The p value of .331 is  $> p .005$ .

**Table 18: Independent sample test**

Type of Motivation	Gender	Number	Mean	Total mean	T	df	Sig (2tailed)
Instrumental	Male	29	3.83	3.96	3.356	46.250	.26
	Female	33	4.08				
Integrative	Male	29	3.78	4.04			
	Female	33	4.25				

For both motivational orientations measured female respondents obtained higher mean scores for both motivational orientations (Instrumental **Mean=4.08**, and Integrative; **4.25**) than the male counterparts (**Mean=3.38, 3.78** respectively). On the face value of the mean scores recorded, the female participants were more integratively as well as instrumentally motivated compared to the male participants. To access whether there were significant differences between these two motivation orientations based on gender an independent sample t-test was performed. The result showed that statistically, both male and female participants were found to possess equal integrative and instrumental motivations toward learning English as a second language. The p value of .26 is > p .005

Based on paired-samples t-test analysis there was no significant difference between the two orientations among the male participants. In other words, male participants showed equal integrative and instrumental motivation toward learning English. But there was a significant difference between these two orientations among female participants. The finding indicated that female participants showed significantly higher instrumental motivation than integrative motivation in learning English.

Paired t-test (*see table 17*) was conducted to compare whether statistically there are significant difference between the total score of integrative (**mean=4.04**) and instrumental motivation (**mean=3.96**) The t-test results **t(.980), Df(61), Sig,(.331)** shows that there is no difference between the two motivational orientation.

**Table 19: Descriptive statistics for Items measuring ‘Attitude towards English based on gender**

Items	Gender	Number	Mean	S.D	%
19	Male	29	4.06	.923	44.7
	Female	33	4.42	.708	55.3
20	Male	29	3.69	1.198	45.9
	Female	33	3.81	.830	54.7
21	Male	29	3.65	1.446	46.1
	Female	33	3.75	.682	53.9
22	Male	29	3.13	1.274	40.8
	Female	33	4.00	.791	59.2
23	Male	29	3.96	1.426	53.2
	Female	33	3.06	.944	46.8
24	Male	29	4.31	.541	48.1
	Female	33	4.09	1.182	51.9
25	Male	29	4.41	.945	47.6
	Female	33	4.27	1.390	52.4
26	Male	29	4.13	1.092	46.2
	Female	33	4.24	.935	53.8
27	Male	29	4.27	.840	47.3
	Female	33	4.18	1.392	52.7
28	Male	29	4.41	1.086	47.8
	Female	33	4.24	1.309	52.2
Overall Mean	Male = 4.00 Female = 4.00				

This study investigated the role of gender of students' attitude towards learning English as second language. As can be seen in the table, the descriptive statistics shows generally a positive correlation between gender and attitude towards the target language, target language community and overall attitude. The variable showing the strongest correlation with gender, attitude towards learning English and overall attitude is item 28. The question asks the respondents whether they agree with the statement that *they like answering questions using English*. The respondents express a positive attitude towards hearing English. It seems to make sense that the average score is relatively high among all respondents for item28 (**4.32**) with female average score of (**4.41**) and male mean score of (**4.24**). Interestingly however, it is observed that the mean scores go down for all respondents: male (**3.96**) and female (**3.06**) for Item 23, which asks whether respondents believe that *the English people are sincere*. Curiously though, that item happened to be the only item in the whole questionnaire that male participants had higher mean than female participants.

**Table 20: Overall Descriptive Statistics of Learners' Attitudes towards the English Language Learning**

Items	Number	Mean	ST. D	Min	Max
Overall	62	4.00	3.649	2.00	4.50

Table 20 above indicates the overall descriptive statistics scores for learners' attitudes towards the English language learning. The overall results presented in average mean scores indicating attitudinal levels as shown in the table is **4.00**. Based on the mean



score alone I conclude that the participants have high positive attitudes towards the English language learning.

**Table 21: Overall Descriptive Statistics of Attitude among the participants.**

Gender	Number	Mean	ST. D	%
Male	29	4.00	4.199	46.8
Female	33	4.02	3.155	53.2
Total	62	4.00	3.649	100

The overall mean score for Female respondents (**4.02**) is higher on the test for attitude towards learning the target language than male respondents who have a mean score of (**4.00**). On the face value of the mean score obtained, the table revealed that female respondents have a slight positive attitude towards learning English than the male respondents in the study.

**Table 22: Descriptive statistics of ‘Attitude/Motivation’ Components measured based on gender**

Component	Gender	Number	Mean	ST. D	%
Instrumental	Male	29	3.83	4.205	45.2
	Female	33	4.08	3.382	54.8
Integrative	Male	29	3.78	5.786	43.9
	Female	33	4.25	3.671	56.1
Attitude	Male	29	4.00	4.199	46.8
	Female	33	4.02	3.155	53.2
Overall	Male	29	3.87		47.3
	Female	33	4.11		51.6

The overall attitude and motivational orientation results of female respondents was **Mean=4.11**, which is greater than that of male students of **Mean=3.87**. There are no elements of surprise in the results because female students show greater motivation in learning English as a second language. Evidence from many studies where gender is used as a predictor to determine the attitude and motivational level in learners in second language support this. When it comes to the attitude and motivation, the mean scores of female participants are relatively higher than the mean scores of male participants in all the components measured: ‘Attitude’ **female Mean=4.02, St. D=3.15**; male **Mean=4.00, St. D=.4.199**; , Instrumental orientation **female Mean=4.08, St. D=.4.205**;

male Mean=3.83, SD=.3.382; and Integrative orientation **female Mean=4.25, St. D=3.382**; male Mean=3.78, St. D=5.78.

**Table 23: Descriptive statistics of Overall Attitude and Motivation**

Component	Number	Mean	Min	Min	ST. D
Attitude	62	4.00	24.00	38.00	3.649
Instrumental	62	3.96	21.00	38.00	3.917
Integrative	62	4.04	19.00	40.00	5.185
Overall	62	Mean = 4.00			

The mean score of attitude and motivation of all students is **Mean=4.00** and standard deviation is St. D=.931. These results show that the respondents have positive attitude and a strong motivation towards learning English as a second language in Ghanaian schools. Again, the results show that the largest mean score is at Integrative orientation component **Mean=4.04, St. D=5.185**. This shows that the respondents have a ‘very high’ integrative motivation. Moreover, the students showed ‘high’ instrumental orientation **mean=3.96, St. D=3.917**. From the table, the students expressed ‘High positive attitudes’ towards the learning of English as second language with a mean score of **4.00, St. D=3.649**

**Table 24: Gender difference in motivation and attitude items with high mean score**

Item	G	N	SA	A	NT	DA	SDA	M	TM	ST. D
1. The English language plays an important role in the world.	M	29	18	7	3	1	0	4.50	4.50	.804
	F	33	22	9	2	0	0	4.		
14. My English teacher is adorable	M	29	19	8	0	2	0	3.72	4.33	.939
	F	33	17	11	5	0	0	3.75		
19. I love answering questions using English.	M	29	23	4	0	0	2	4.00	4.32	.954
	F	33	10	19	2	2	0	4.36		
Overall Mean = 4.38									4.38	

The descriptive analysis of data in table 24 revealed that with each of the item both male and female respondents had a high mean. Female respondents have relatively higher mean score than male respondents in all the selected items. Thus, male and female respondents mean scores for the selected items with the highest mean score from all the components measuring attitude and motivation are item 1, *The English language plays an important role in the world*, item 14. *My English teacher is adorable* and item 19. *I love answering questions using English* are **4.52, 4.27, 4.36** and **4.24, 3.72, 4.00** respectively. This confirms the believe that females are more motivated to learn English as a second language than males. The Table again shows the number of respondents who gave ‘strong’ positive response by ticking *item 1* the ‘Strongly agree’ box 40, i.e.

66.6% of the total data range of which 18 respondents representing 29.1% were males and 22 were females representing 35.5%. Out of the rest, 25.8% agreed with the proposition (16 respondents), Out of the respondents 7 were males representing 11.29% and 9 females representing 14.51%. (5 respondents) 10.2% were indecisive with 3 male respondents representing 4.8% and 2 females representing 4.8%. 1.7% disagreed with it (1 respondent), i.e. 1 male respondent representing 1.6% and none of the females ticking. None of the students strongly disagree with the proposition. The results confirm the clear awareness of the respondents' positive attitude towards learning second language.

**Table 25: Gender difference in motivation and attitude items with the least mean score**

Item	G	N	SA	A	NT	DA	SDA	M	TM
6. The English people are sincere	M	29	14	5	2	6	2	3.27	3.48
	F	33	8	5	8	7	5	4.15	
16. I enjoy my English class lessons	M	29	13	10	4	2	0	3.06	3.59
	F	33	14	16	2	1	0	4.06	
23. Studying English will help me appreciate the English culture.	M	29	7	15	0	2	5	3.96	3.70
	F	33	13	10	5	3	2	3.06	
	Overall Mean = 3.59								3.59

Table. 25 shows the differences between the means of the female and male participants for the least three significant items. The results reveal that both female and male participants have low means on item 23. *Studying English will help me appreciate the English culture* Out of 62 students 45 strongly agreed or agreed with this statement, 5 were indecisive, and 12 strongly disagreed or disagreed. The mean for males for item 23 is **Mean =3.96** which shows that they mainly agreed or agreed strongly with this statement, while female students mostly agree (**Mean =3.06**). Overall, I can conclude that although female participants differ significantly from male participants, neither gender shows lack of motivation. To continue, more female participants agreed or strongly agreed with the statement (item16) *I enjoy my English class lessons*, while males mostly agreed with the statement. These results show that female students found the studying of English language a very important part for their academic progress. Again, I found out that significantly more female participants said English people are sincere. It is important, however, to state that both genders had high mean score of **3.48** on this factor. No significant differences between the two genders emerged on other items.

**Table 26: Correlation between motivation and attitudes towards learning**

**English as a foreign language**

	N	Pearson Correlation (r)	Sig.
Attitude towards learning English and Instrumental motivation	62	.422	.001
Attitude towards learning English and Integrative motivation	62	.304	.016
Integrative and Instrumental motivation	62	.378	.002

Is there any correlations between ESL learners' Instrumental motivation, Integrative motivation and attitude towards learning English? In order to answer this research question Pearson Correlation Coefficient was used. There was a positive significant correlation between motivation and attitude towards learning English as a foreign language  $r = 0.295$ ,  $n = 185$ ,  $p = 0.008$ . The results show there was moderate positive correlation observed between the instrumental motivation and integrative motivation is .378 with p-value of .002 ( $r=.378$ ,  $N=62$ ,  $p<0.01$ ). (see Appendix B). The correlation of Attitude towards learning English and Integrative motivation is 0.304 with a p-value of 0.016. This is higher than the significant level at 0.05 and 0.01, respectively. It was found that there is no significant difference observed between these two metric variables ( $r=.304$ ,  $N=62$ ,  $p>0.05$ ). (see Appendix C)

There is a moderate positive correlation observed between attitude towards learning English and Instrumental motivation, which is .422 ( $r=.422$ ,  $N=62$ ,  $p<0.01$ ). The results indicate that there is a moderate relationship that exists between attitude towards learning English and Instrumental motivation. (see Appendix D)

## CHAPTER 5

### CONCLUSIONS

In the first section of this final chapter, the results reported in the previous chapter are discussed in relation to the four research questions that guided the investigation

#### 5.1. Discussion of results

The research questions addressed in this study were:

1. Are high school students' Instrumentally or Integratively motivated to learning English?
2. What is the high school students' level of motivations for learning ESL?
3. Does gender influence Ghanaian high school students' attitude for learning English as a second language?
4. What is the correlation between attitude and motivation among students towards learning English?

The researcher did not find any significant difference with respect to the first research question. The results established that integrative motivation received a higher mean of 4.04 than that of instrumental motivation with a mean of 3.96. In other words, the learners were more integratively motivated than instrumentally motivated to learn English. The finding supports other studies that had the same conclusion in other countries where research has revealed that students learn for integrative purposes than instrumental ones. The study shows that the learners had "very high" motivation towards learning English. The implication, therefore, is that the respondents in the study are 'highly' motivated towards learning the English language and this answers the second research question.



The Socio-educational model proposed by Gardner (1983) indicates that positive attitudes towards the target language and the target language culture together with positive attitudes toward the learning situation should increase learners' motivation. Concerning the third research questions; the results show that overall attitudes received a mean of 4.00 and overall motivation computed mean is 3.82. Based on this work, the results show that there are no statistically significant differences between both males and females in their attitudes and motivation to learn English language. The findings, therefore, ascertain that students' attitudes and motivation are gender-neutral, i.e. there are not big differences between the sexes. A finding which once again shows that English is 'perceived as a life skill and a tool for international communication.'

About the fourth research question, the researcher finds a significant correlation between motivation and attitude (be it attitude toward the target language, attitude toward the target culture, or overall attitude) on grounds of the statistical or the descriptive analyses.

To summarize the findings, the present study did not find a big gender differences when it comes to the overall term of motivation and attitude, but when different Attitude and motivational components were examined, some gender differences were found. As Lamb (2004:14) suggests, future research regarding attitude and motivation needs to have more of an emphasis on the thought processes behind learners' motivation for learning an L2.

## **5.2. Implications and Recommendations**

Second language learners' attitude and motivation towards the target Language plays an important role in learning the language. Therefore, curriculum developers can help by developing a curriculum that will help stimulate and sustain the interest of student

in learning English language. This can be done by ensuring that individual learners' aspirations in the Ghanaian English language curriculum are vigorously pursued by educators of English language teaching along those lines as established.

Dörnyei (1990) expressed the view that lack of contact with L2 community affect developing positive attitudes towards that community. From the study, students' integrative motivation can be heightened by encouraging them through education about the need to do away with negatives stereotypes towards the English speakers' culture. Therefore, there should be a conscious effort by curriculum developers and other stakeholders to bridge that gap by encouraging more community engagements between the students and the target language community. This can be done through exchange programmes between Ghanaian students and the L2 target community.

In a multicultural context like that of Ghana, teachers and other stakeholders should know that many ESL students are instrumentally motivated. This is because most of the students want to learn English to study further, to qualify for certain jobs and to gain access to the international community. If teachers could stimulate the interest of their students in the English-speaking cultural community, the students' motivation in English might improve.

Again, since English is a global and international language, it is important that the students feel motivated and wants to learn English. For language students to become satisfied with a lesson, it is important to produce a conducive atmosphere for effective teaching and learning to take place. As Finocchario (1981) writes, '(m)otivation is the feeling nurtured primarily by the classroom teacher in the learning situation. The moment of truth – the enhancement of motivation – occurs when the teacher closes the classroom door. Greet his students with a warm welcoming smile and proceeds to

interacts with various individual by making comments or asking questions which indicates personal concerns.’

Gardner (1988) suggests that it is probable that, just as attitudes and motivation influence second language acquisition, so could second language acquisition influence attitudes and motivation. Several studies have suggested that

*individuals' attitudes toward the other language community and the language learning situation, and their level of motivation, among other things, will influence their relative degree of success in learning the other language. It is equally reasonable, however, that happy experiences in language learning situations and success in learning the language will foster positive attitudes and enhance motivation, while negative experiences and/or failure to do well could engender negative attitudes and loss of motivation (Gardner 1988: 137).*

In summary, based on the role of the English language as lingua franca, there is pressure from every angle to improve the language skills. The current world economy in general and that of Ghana in particular is information-centred. The greatest rewards, both financially and personally, go to those who are able to communicate effectively both orally and in writing. Employers are demanding high literacy levels from the employees. This means not only the ability to read and write, but also skills like critical thinking, listening, speaking, and presenting are needed for one to fit into the more competing world of commerce.

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## APPENDIX A

### MAIN QUESTIONNAIRE

The present questionnaire is part of a research, which investigates Ghanaian learners' attitudes and motivation to learn English. This questionnaire is strictly confidential and anonymous. There are no correct or wrong answers; there is no need to put your name down. You are kindly asked to answer to the following questions. **DO NOT PUT DOWN YOUR REAL NAME, AS PERSONAL DATA WILL BE KEPT CONFIDENTIAL.** Instead, simply enter the participant number given to you.

#### PART 1

##### Background Information

Sex: Male  Female

Code \_\_\_\_\_

Course of Study \_\_\_\_\_

##### Educational Level

SHS1  SHS 2  SHS 3

Age 10 – 15  16 – 19  20 and Above



## PART II

### QUESTIONNAIRE

#### ATTITUDES AND MOTIVATION TO LEARN ENGLISH

**\*SA= Strongly AGREE, A= AGREE, NT= Neutral, DA= disagree, SDA = strongly Disagree**

	In this part, put an X or a $\surd$ in one square: For every item, please tick under the column that best describes your response:						
ITEM	STATEMENT	SA	A	NT	DA	SDA	
1	English language plays an important role in the world.						
2	I would like to communicate more often with native speakers.						
3	I will continue learning English after school						
4	Studying English will help me if I should ever travel abroad.						
5	studying English is important because it will help me meet more people						
6	I would like to speak English fluently.						

7	studying English will help to converse freely with other people						
8	studying English will make me more knowledgeable						
9	studying English will help me appreciate English culture						
10	Do you think that learning English will help you achieve your academic dreams?						
11	studying English will make people respect you.						
12	I study English to learn more about the world						
13	Do you think that learning English will open more job opportunities for you?						
14	Learning English is important because I will need it for my future career.						
15	Studying English will help me to become more successful in life.						
16	Studying English will help me pass my exams						
17	studying English will help broaden my horizon						
18	learning English is important for personal development						

19	I would have learnt English even if it were not in the school curriculum						
20	English is one of the most important subjects in SHS.						
21	I like hearing English spoken						
22	I enjoy my English language lessons.						
23	The English people are sincere						
24	I have always admired the English people						
25	My English teacher is adorable						
26	My English teacher is efficient						
27	I enjoy my English lessons very well						
28	I love answering questions using English						

**APPENDIX B**

**SPSS SOURCE**

		INSTRUMENTAL	INTEGRATIVE
INSTRUMENTAL	Pearson	1	.378**
	Correlation		
	Sig. (2-tailed)		.002
	N	62	62
INTEGRATIVE	Pearson	.378**	1
	Correlation		
	Sig. (2-tailed)	.002	
	N	62	62

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### APPENDIX C

		ATTITUDE	INTEGRATIVE
<b>ATTITUDE</b>	Pearson	1	.304*
	Correlation		
	Sig. (2-tailed)		.016
	N	62	62
<b>INTEGRATIVE</b>	Pearson	.304*	1
	Correlation		
	Sig. (2-tailed)	.016	
	N	62	62

\*. Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX D

		ATTITUDE	INSTRUMENTAL
<b>ATTITUDE</b>	Pearson	1	.422**
	Correlation		
	Sig. (2-tailed)		.001
	N	62	62
<b>INSTRUMENTAL</b>	Pearson	.422**	1
	Correlation		
	Sig. (2-tailed)	.001	
	N	62	62

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## APPENDIX E

### GROUP STATISTICS BASED ON GENDER

gender of respondent		INTEGRATIVE	INSTRUMENTAL	ATTITUDE
<b>Female</b>	Mean	38.3333	36.7576	40.0909
	N	33	33	33
	Std. Deviation	3.67140	3.38222	3.15598
	Minimum	27.00	29.00	35.00
	Maximum	45.00	42.00	48.00
	% of Total Sum	56.1%	54.8%	53.2%
	% of Total N	53.2%	53.2%	53.2%
	Variance	13.479	11.439	9.960
<b>Male</b>	Mean	34.1379	34.5517	40.0690
	N	29	29	29
	Std. Deviation	5.78622	4.20532	4.19975
	Minimum	22.00	26.00	32.00
	Maximum	43.00	42.00	47.00
	% of Total Sum	43.9%	45.2%	46.8%
	% of Total N	46.8%	46.8%	46.8%
	Variance	33.480	17.685	17.638
<b>Total</b>	Mean	36.3710	35.7258	40.0806
	N	62	62	62
	Std. Deviation	5.18584	3.91788	3.64983
	Minimum	22.00	26.00	32.00
	Maximum	45.00	42.00	48.00
	% of Total Sum	100.0%	100.0%	100.0%
	% of Total N	100.0%	100.0%	100.0%
	Variance	26.893	15.350	13.321

## APPENDIX F

### Independent Samples Test

	Levene's Test for Equality of Variances		F	Sig.	t-Statistic	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
INTEGRATIVE	Equal variances assumed	9.45	.003	-3.45	60	.001	0	1571	-6.627	-	1.763
	Equal variances not assumed			-3.35	46.252	.002	-4.195	1.25018	-6.711	-	1.679
INSTRUMENTAL	Equal variances assumed	.921	.341	-2.28	60	.026	-2.205	.96433	-4.134	-	.2769
	Equal variances not assumed			-2.25	53.69	.028	-2.205	.97799	-4.166	-	.2448
ATTITUDE	Equal variances assumed	2.29	.135	-.023	60	.98	-.0219	.93670	-1.895	1.8517	3
Equal variance assumed				-.023	51.57	.98	-.0219	.95395	-1.936	1.8926	8



## APPENDIX G

### Group Statistics

INTEGRATIVE	Female	33	38.3333	3.67140	.63911
	Male	29	34.1379	5.78622	1.07447
ATTITUDE	Female	33	40.0909	3.15598	.54939
	Male	29	40.0690	4.19975	.77987
INSTRUMENTAL	Female	33	36.7576	3.38222	.58877
	Male	29	34.5517	4.20532	.78091

- $t$  is the computed test statistic
- $df$  is the degrees of freedom
- *Sig (2-tailed)* is the p-value corresponding to the given test statistic and degrees of freedom
- *Mean Difference* is the difference between the sample means; it also corresponds to the numerator of the test statistic
- *Std. Error Difference* is the standard error; it also corresponds to the denominator of the test statistic

## CONSENT FORM FOR RESEARCH PROJECT

**Topic:** THE INFLUENCE OF GENDER ON ATTITUDE AND MOTIVATION IN  
LEARNING ENGLISH LANGUAGE AS SECOND LANGUAGE-A CASE  
AMONG  
SHS STUDENT IN GHANA

### **Background and purpose**

I am a master's student pursuing *Master of Philosophy in Linguistics* at university of Bergen Norway. In fulfilment of the requirements to earn this degree, I am doing a research project. The purpose of this project is to study the elements that motivate students to learn English as a foreign language across different age groups and gender.

### **Your participation and contribution**

Your participation shall consist of in-depth interviews and casual conversations lasting between one to two hours. Upon your approval, these interviews shall be recorded for further reference during the analysis stage of the thesis. You are free not to answer questions that make you feel uncomfortable and/or discontinue participation in the study at your convenience. There is no penalty for withdrawal, neither are there risks for your participation. You are welcome to request for your personal details to be withheld if you so desire.

The results of this research will substantially contribute to expert literature in this field and help teachers, as well as parents and students, in creating appealing and more favourable conditions for learning English as a foreign language.

Such information could be useful to cultural leaders, policy makers, researchers, and the larger society in several ways, but shall also aid the writing and completion of my master thesis to acquire a master's degree.

**What happens to the information you give?**

The information collected will be transcribed and analyzed to answer the research questions of this study. ALL information given will be treated confidentially and only used for purposes of this project; and shall not be shared with anyone other than the project supervisor. For any inquiries, please contact the researcher or supervisor at [Department of Linguistic, Literary and Aesthetic Studies](#) University of Bergen Norway (Sydnesplassen 7, 5007 Bergen).

Researcher: Reuben Appiah-Kubi ([Appiah-Kubi.Reuben@student.uib.no](mailto:Appiah-Kubi.Reuben@student.uib.no))

Supervisor: Bamba Dione ([Dione.Bamba@uib.no](mailto:Dione.Bamba@uib.no))

By signing below, I acknowledge that I have understood the above information and thereby give my consent to be part of the study.

Signature..... Date...../...../.....