The Research on English Language Learning Motivation of Business Administration Students in the Process of Integration into the Global Labor Market

Küresel İşgücü Pazarına Entegrasyon Sürecinde İşletme Öğrencilerinin İngilizce Öğrenme Motivasyonunun Araştırılması

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Öz

Bu nicel araştırmanın amacı, Muğla Sıtkı Koçman Üniversitesi İşletme Bölümü'nde okuyan öğrencilerin İngilizce öğrenme motivasyonlarını incelemektir. Araştırmanın örneklemini, Muğla Sıtkı Koçman Üniversitesi İşletme Bölümü'nde okuyan 140 gönüllü öğrenci (F: 66, M. 74) oluşturmuştur. Araştırma, tanımlayıcı araştırma modeli ve karşılaştırmalı ve korelasyonel ilişkisel modellere dayalı olarak tasarlanmıştır. Kantitatif araştırma verileri, "Filipinliler için Yabancı Dil Öğrenme Motivasyon Anketi (FLLMQ-F)" adlı anket aracılığıyla toplanmıştır. Sonuçlar, katılımcıların genel motivasyon kaynaklarının dışsal motivasyon (ekonomik ve kariyer amaçları) ile ilişkili olduğunu ve İngilizce öğrenme süreci boyunca içsel motivasyonlarının fazla olmadığını göstermektedir. Ayrıca araştırmada, gelecekteki mesleği için İngilizce dilini iş hayatında nihai bir araç olarak gören katılımcıların özel sektörü seçtikleri görüldü.

Anahtar Kelimeler: İngilizce, motivasyon, küresel işgücü piyasası, işletme yönetimi

Abstract

The aim of this quantitative study was to research the degree of English language learning motivation of the students who study in business administration department at Muğla Sıtkı Koçman University in Turkey. The participants of the study were 140 voluntary students who study in business administration department at Muğla Sıtkı Koçman University in Turkey. The study was designed based on descriptive survey model and comparative and correlational associative models. The quantitative research data were collected through the questionnaire called "Foreign Language Learning Motivation Questionnaire for Filipinos (FLLMQ-F). The results indicate that the participants' overall motivation sources were related to extrinsic motivation (their economic and career purposes) and there was not seen much intrinsic motivation in them during English learning process. It was also seen that the participants selected private sector in research as their future profession consider English language as an ultimate tool for their business life.

Keywords: English Language, motivation, global labor market, business administration

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Introduction

1. Motivation

It is widely accepted that motivation is crucial and vital component for determining learning achievement by most of the researchers and instructors (Dörnyei, Csizer & Nemeth, 2006). The term of motivation also becomes more of an issue in language education. During the process of language learning, at first, motivation can be regarded as an accelerating component that initiates foreign language learning and afterwards it becomes a driving force to maintain the learning process. In order to achieve long-term goals in foreign language education, sufficient motivation should be provided. In addition to teaching methods and well-built curricula, motivation should be considered as a key element that ensures student achievement (Dörnyei, 2005).

When literature is examined, it is seen that there is not a single definition of the term of motivation. Many researchers have many different definitions. Gardner (2010) states that the definition of motivation is not easy to make and there is no consensus on one eventual definition that includes all the elements that reflect motivation term. Harmer (2008) defines motivation as "internal drive" which directs people to accomplish things for the sake of achievement. According to Williams, Burden and Lanvers (2002), motivation refers a statement of cognitive stimulation which enables someone to decide to act so as to accomplish his or her desires and goals. Furthermore, Keller's (1987) definition of motivation is that "motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect". As it is seen, literature has various definitions about motivation. Besides when motivation factor is a matter of discussion, it is necessary to talk about intrinsic and extrinsic motivation. Intrinsic motivation generally means a condition of performing an activity for pleasure and gratification which come from participation (Deci, 1975). On the other hand, extrinsic motivation refers to an action which is done just because it results with a separable outcome (Ryan & Deci, 1996).

2. Second Language Learning Motivation
2.1. Socio-educational Model

In language learning process, socio-educational model is very important to be mentioned. The model is a general characteristic of the individual that applies to any opportunity to learn a language (Gardner, 2007). Socio-educational model was first coined by Gardner (1985) in the early sixties through the eighties and the that model was influential therefore following studies related that model were conducted by researchers (Keblawi, 2006). In this model, Gardner suggested two kinds of motivation which were called as "integrative" and "instrumental". The integrative motivation means a desire that learners have to communicate or even cooperate with people who speak the target language. On the other hand, the instrumental motivation refers to a desire which is related to more practical reasons which could be getting a better job, higher payment or succeeding an exam (Gardner, 1985). The socio-educational model proposes that in language learning process, cultural beliefs have great impact on the nature and the role performed by attitudes and motivation. It should be thought that a person is a member of particular culture and the person has many personal things that are affected by that culture, when motivation is a matter of discuss. That person's cultural context reflects itself in terms of his or her attitudes and motivation sources (Gardner, 2007). The socio-educational model emphasizes that language learning is very different subject when other language learning subjects are taken consideration (Crookes & Schmidth, 1991). Au (1988) summarized the socio-educational model in five points:

- Integrative motive hypothesis: an integrative motive is associated with the achievement in L2.
- Cultural belief hypothesis: cultural beliefs can influence the development of an integrative motive as well as the degree to which integrative and achievement are related.
- Active learner hypothesis: motivated learners are successful because they are active learners.
- Causality hypothesis: integrative motivation is a cause while L2 achievement is the effect.
- Two-process hypothesis: aptitude and integrative motivation are dependent factors in L2 learning.

When Gardner and colleagues tried to maintain the socio-educational model, they stated that "motivation for language learning includes not only the goal orientation but also the following: (1) the desire to learn the language; (2) attitudes towards the language; and (3) the effort expended achieving such goals" (Crookes & Schmidt, 1991, p. 475).

2.2. Other Models Related to Second Language Learning Motivation

In the model called Speech Accommodation which was developed by Giles and Byrne (1982), it was represented that motivation takes place as a primary feature in second language learning and unlike Gardner who considered language learning in a school context, the speech accommodation model is not restricted by educational context. It was only limited by the linguistic behavior of dependent groups. Schumann (1986) also contributed with Ac-cultural Model in second language learning. Naturalistic setting is the only restriction of the model and also it was highlighted that integrative motivation is important and necessary step in second language learning because integrative motivation expresses an outcome in advance that second language learners acquire the second language only the level that they "acculturate" to the second language community. Motivation only serves itself as a social and psychological factor which supports the construct of acculturation in this model. Schumann's acculturation model enable the learner into get in touch with target language speakers and by doing that "the negotiation of appropriate input" and "the immediate cause of language acquisition" are provided for the learners. That's why Schumann's model is bounded to Krashen's monitor model (Krashen, 1985).

3. Research Questions
- What is the degree of English language learning motivation of the students who study in business administration department at Muğla Sıtkı Koçman University?
- What is the relationship between the students' gender and their English language motivation?
- What is the relationship between the region from where the students are and their English language motivation?
- What is the relationship between the students' profession choice after graduation and their English language motivation?

4. Methodology
4.1. Research Design

This study was conducted to investigate the degree of English language learning motivation of the students who study in business administration department at Muğla Sıtkı Koçman University in Turkey. The study was designed based on descriptive survey model and comparative and correlational associative models. All findings were examined by SPSS program in the study

4.2. Participants

The participants of the study were 140 voluntary students who study in business administration department at Muğla Sıtkı Koçman University in Muğla province in Turkey. The further demographic characteristics about the participants were given in Table 1.

Table 1

Demographic Characteristics of the Participants

Demographic Characteristics of The Participants		N	%
The Participants' Gender	Female	66	47,1
	Male	74	52,9
	Total	**140**	**100,0**
The Geographic Region Where The Participants live	Marmara	28	20,0
	Aegean	53	37,9
	Black sea	5	3,6
	Mediterranean	16	11,4
	Eastern Anatolia	3	2,1
	South Eastern Anatolia	12	8,6
	Central Anatolia	23	16,4
	Total	**140**	**100,0**
The Participants' Future Profession Sector	Public Sector	46	32,9
	Private Sector	61	43,6
	Self-Employment	33	23,6
	Total	**140**	**100,0**

4.3. Data Collection Instrument

This quantitative research data were collected through the questionnaire called "Foreign Language Learning Motivation Questionnaire for Filipinos (FLLMQ-F)" by Gonzales (2014). The questionnaire contains 30 items which are rated on the likert scale (5-point likert type scale) (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree). Before the questionnaire, 3 demographic questions (about their gender, the region from where they are and the profession choice after graduation) were asked to students. Gonzales (2014) used the questionnaire in two studies for piloting. In the first study, the questionnaire was applied to 115 students from top private University in Philippines and then for the second study, 230 students from top two private Universities in Philippines were the participants for the questionnaire's piloting.

For this research, in order to determine the construct validity of the PI-SHBScienceLAS, KaiserMeyer-Olkin (KMO) coefficient and Bartlett Sphericity tests were used to determine whether the data set was suitable for factor analysis before applying the exploratory factor analysis data set.

KMO, which is higher than 0.60, showed that the data was suitable for factor analysis. The additional information about the questionnaire was given in Table 2.

Table 3

The results of validity test for factor analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.908
Bartlett's Test of Sphericity	Approx. Chi-Square	4138.512
	Df	435
	Sig.	.000

As is seen in table 2, KMO was found as 0.908 which was quite higher than minimum required value (0.60). The result of the Bartlett' test was found as significant (Approx. ChiSquare=4138.512; df=435; Sig.=0.000). These results showed that the data was suitable for exploratory factor analysis.

4.4. Data Analysis

Firstly, factor analysis was performed after determining the construct validity of FLLMQ-F and in order to elicit the answers of the first and the second research questions in the current study, descriptive analyses (mean and standard deviation) of the dimension of FLLMQ-F were performed in the direction of the participants' answers without taking into account any variables then for the third research question, One way ANOVA test was used to test the means of items which were more than two groups and T-Test was used to test whether the difference between the averages is meaningful (significant) at a certain level of confidence by comparing the averages of a group or sample with two dependent variables. Finally, Post-Hoc tests were applied to determine which groups show difference when there was a difference between groups.

Table 3

The factor analysis results of FLLMQ-F

	Components			
Questions	Dimension 1	Dimension 2	Dimension 3	Dimension 4
Question 1	.888			
Question 2	.893			
Question 3	.879			
Question 4	.746			
Question 5	.874			
Question 6	.909			
Question 7	.897			
Question 8	.844			
Question 9	.864			
Question 10	.785			

Question 12	.568		
Question 19	.675		
Question 11		.719	
Question 17		.681	
Question 22		.604	
Question 24		.605	
Question 26		.796	
Question 28		.609	
Question 29		.778	
Question 30		.687	
Question 18		.555	
Question 27		.537	
Question 13			.609
Question 14			.651
Question 15			.614
Question 16			.686
Question 20				.557
Question 21				.814
Question 23				.744
Question 25				.638

Explained Variance = 71.958 %

There were 30 questions on the scale and factor analysis revealed that the scale had 4 dimensions in the study. Total explained variance was calculated as 71.958 %, which is supposed to be expected 50 % and above in social science studies. The dimension distributions of questionnaire items were given in table 4.

Table 4

The dimensions of FLLMQ-F and the items in each dimension

DIMENSIONS	ITEMS
Dimension 1: Desire for career and economic enhancement	1,2,3,4,5,6,7,8,9,10,12,19
Dimension 2: Need for cultural integration	11,17,22,24,26,28,29,30,18,27
Dimension 3: Desire to become a global citizen	13,14,15,16
Dimension 4: Self-satisfaction with learning	20,21,23,23,25

As is seen in table 4, the dimension of desire for career and economic enhancement has 12 questionnaire items. Need for cultural integration dimension has 10 items. Desire to become a global citizen dimension has 4 items and the dimension of self-satisfaction with learning has 5 items in the current study.

5. Findings

Table 5

The descriptive Statistics for FLLMQ-F

DIMENSION	Mean	Std. Deviation
Desire for career and economic enhancement	3,92	1,099
Need for cultural integration	3,37	.948
Desire to become a global citizen	3,67	1.038
Self-satisfaction with learning	2,91	.963

In the table of the descriptive statistics for FLLMQ-F, it was represented that the mean of the dimension of desire for career and economic enhancement was found out as 3,92 which means that the students agree on the decision that being able to use English language have considerable impact on their future career and economic enhancement. Moreover, regarding the dimension of need for cultural integration, the mean was 3,37 which offers a meaning that the students are not precisely of the same mind on the agreement that being able to use and know English language are the needs for cultural integration. Although the students are undecided about the importance of English language in cultural integration, they are well aware of the fact that if someone has a desire to become a global citizen, English language is crucial factor in the process. When it comes to self-satisfaction with learning English language, the students are not too enthusiastic to learn English just because they enjoy it. As a result of descriptive statistics of FLLMQ-F, the first research question (What is the degree of English language learning motivation of the students who study in business administration department at Muğla Sıtkı Koçman University?) was answered. With help of descriptive statistics, it was observed that while the intrinsic motivation of the students was observed as low, the extrinsic motivation was found out considerably high in terms of the process of English language learning. Namely, the students consider English language as a tool for their future careers to get advantage of it for financial interest. There is not seen much interest in learning English for the students just because they find pleasure in it.

The Dimensions of FLLMQ-F were analyzed by independent T-Test to find out whether they indicate differences on account of the 4 dimensions of the scale and gender or not.

Table 6

The results of independent T-Test of the dimensions of FLLMQ-F

DIMENSION	Group	N	Mean	Std. Deviation	t	df	Sig.
Desire for career and economic enhancement	Male	66	3,63	1,152	-2,983	138	,003
	Female	74	4,17	,990			
Need for cultural integration	Male	66	3,33	1,020	-0,376	138	,707
	Female	74	3,40	,885			
Desire to become a global citizen	Male	66	3,45	1,11	-2,372	138	,019
	Female	74	3,86	,929			

Self-satisfaction with learning	Male	66	2,90	1,011	-0,124	138	,901
	Female	74	2,92	,925			

According to T-Test analysis in Table 6, it was revealed that the dimensions of "Desire for career and economic enhancement (Sig.<0,05)" and "Desire to become a global citizen (Sig.<0,05" indicated significant differences in terms of their relationship with the students' gender factor because of the fact that both of their significance value (Sig.) scores are more than 0,05. On the other hand, it was observed that the dimensions of "Need for cultural integration (Sig.>0,05)" and "Self-satisfaction with learning (Sig.>0,05)" did not show substantial difference according to gender factor.

In the dimension of "Desire for career and economic enhancement", the result of T-Test revealed that while the male participants do not have a proper consensus about the economic and career boosting function of English language, the female participants profoundly agree on that the impact of English language on their future economic and career life will be crucial and essential. As a second dimension indicating differences between the females and the males, "Desire to become a global citizen" was considered as important factor by the female participants, although the female participants were undecided about the necessity of the dimension. Namely, the female participants think that in order to become a global citizen, English language is a need for this process yet the male participants are not as precise as the females on the issue.

After the results of T-test, one way ANOVA test was applied to reveal whether there is a difference between the dimensions of FLLMQ-F and the geographic regions where the participants live or not. The results were given in following table.

Table 7

The results of One-Way ANOVA test on the scores of the dimensions of FLLMQ-F by the geographic regions where the participants live

DIMENSIONS		Sum of Squares	df	Mean square	F	p
Desire for career and economic enhancement	Between Groups	9,040	6	1,260	1,260	,280
	Within Groups	159,100	133	1,196		
	Total	168,140	139			
Need for cultural integration	Between Groups	12,451	6	2,075	2,449	,028
	Within Groups	112,714	133	,847		
	Total	125,166	136			
Desire to become a global citizen	Between Groups	12,110	6	2,018	1,948	,078
	Within Groups	137,776	133	1,036		

	Total	149,886	139			
Self-satisfaction with learning	Between Groups	15,832	6	2,639	3,102	,007
	Within Groups	113,119	133	,851		
	Total	128,951	139			

According to one way ANOVA results in table 7, it was examined that there is statistically significant difference between the geographic region where the participants live in and the mean scores which belong to the dimension of "Need for cultural integration" (F= 2,449; Sig. <0,05) and the dimension of "Self-satisfaction with learning" (F= 3,102; Sig.<0,05). On the other hand, there is not seen significant difference between "Desire for career and economic enhancement" and "Desire to become a global citizen" and the geographic region in which the participants live. Multiple comparisons (LSD) test was performed to "Need for cultural integration" to determine which group differed in the dimensions showed differences. As a result of the test, it was found out that except for the participants who live in Mediterranean Sea region, all participants from other regions did not indicate any difference among them in terms of the relationship between the region where the participants live and "Need for cultural integration". The participants from Mediterranean Sea region have substantial difference from other geographic regions for the dimension of "Need for cultural integration". Furthermore, in the dimension of "Self-satisfaction with learning", it was observed that the situation is similar to the dimension of "Need for cultural integration". The participants from Mediterranean Sea region differed from other participants from other regions regarding the dimension of "Self-satisfaction with learning". The participants from other regions, except for Mediterranean Sea region, did not show difference among them.

As a final demographic variable, the future profession choices of the participants were analyzed to investigate whether the dimensions indicate differences towards the participants' job choices by one way ANOVA test. The following table shows the results of the test.

Table 8

The results of One-Way ANOVA test on the scores of the dimensions of FLLMQ-F by future profession choice of the participants

DIMENSIONS		Sum of Squares	df	Mean square	F	Sig.
Desire for career and economic enhancement	Between Groups	2,912	2	1,456	1,207	,302
	Within Groups	165,227	137	1,206		
	Total	168,140	139			
Need for cultural integration	Between Groups	6,266	2	3,133	3,610	,030
	Within Groups	118,900	137	,868		

	Total	125,166	139			
Desire to become a global citizen	Between Groups	1,691	2	,845	,781	,460
	Within Groups	148,195	137	1,082		
	Total	149,886	139			
Self-satisfaction with learning	Between Groups	4,535	2	2,267	2,497	,086
	Within Groups	124,416	137	,908		
	Total	128,951	139			

As a result of one way ANOVA test, it was revealed that only the dimension of "Need for cultural integration" (F=,781; Sig.<0,05) have considerable difference towards the participants future profession choices. Except for "Need for cultural integration", all dimensions indicated similar result among them. Then, multiple comparison test (LSD) was performed to the dimension indicating difference and it was resulted that the participants who chose private sector as their future profession show substantial difference from other participants towards "Need for cultural integration". Other participants who chose public sector and self-employment as their future jobs did not reflect any difference between them.

Discussion

Together with the globalization of the economic and financial system, quality increase in labor market is inevitable all over the world. Simultaneously with the whole world, adapting to the competitive environment in the labor market has become a necessity for Turkish people. The production and sales activities and the movements of the financial capital without limitation had to need more qualified laborers. One of the most important qualities of laborers in the intense competitive environment of international trade is English language knowledge. After graduation, the majority of the part of the labor force to be put into business life will undoubtedly be graduates of business faculties. For this reason, it is extremely important that students who graduate from business faculties know a good English language as a universal language.

In addition to formal institutional teaching process during English learning process, learners should learn English language by themselves. In order to accomplish self-learning process properly, motivation should be regarded as crucial factor which shapes learners' attitude to target language. Furthermore, learners' intrinsic and extrinsic motivations are key elements which drive learners' learning process. By establishing learners' motivation sources, further steps can be taken to enhance their language learning process of learners. On the other hand, it is vital important to comprehend that English language is considered as a global tool which enables different people from different cultures to communicate among them at the present time. It is not also surprising to observe that English language is essential for the people who want to make difference in their professional life. In a nutshell, for enhancing and simplifying the ways of learning English language for the learners in business life, it is very important to find out learners' motivation sources.

Conclusions

This study was conducted to investigate the degree of English language learning motivation of the students who study in business administration department.

The participants are well aware of that English language has great impact on their career and economic enhancement and they considerably agree on its decisive role in business life. Besides, the participants profoundly appreciate that for understanding and keeping up with global integration with the rest of the world, English language is fundamental and essential tool. On the other hand, it was revealed that the participants do not have self-satisfaction during the process of learning English language. They do not try to learn English language just because they find fun in it. Furthermore, the participants were analyzed to find out the relationship between being global person and English language and the result was that they are undecided about the fact that in order to become a global citizen, they need to know and use English language. To sum up, the participants' overall motivation sources were related to extrinsic motivation (their economic and career purposes) and there was not seen much intrinsic motivation in them during English learning process.

When gender variable was included in the research, it was revealed that the scores of the female participants were more than the male participants in terms of the effect of English language on their economic and career enhancement. Namely, because of the fact that women want to themselves more in the business world than men, the female participants consider English language in a way of more important issue than the male participants. Similar to career and economic improvement issue, the male participants do not recognize English language as much as the female participants do since men give more importance to the production based potentials than social issues in business. The feature of geographic region is also a variable in the current research. According to result of comparison of learners' motivation and their geographical region where they live, the participants from Mediterranean Sea region are the leaders who think that the place of English language in cultural integration with the rest of the world is crucial, when compared to other participants. The students from Mediterranean Sea region are also the ones who have the most intrinsic motivation in terms of English language learning in the current research. The possible reason why the participants from Mediterranean Sea region think like that is a matter of tourism. As the leader of Turkish tourism region, Mediterranean Sea region contributes very effectively to Turkish government in terms of both financial and employment issues so it is obvious that the participants from that region require English language more as a result of exposure of this intercultural relationship with the world. Moreover, when the variable of participants' future profession choices were included, it was seen that the participants selected private sector in research as their future profession consider English language as an ultimate tool for their business life. It is not surprising to find out that because in private sector, being able to know and use English language is constant demand from the candidates in business life at the present day. The participants who chose public sector and self-employment remained lower than the participants who selected private sector in the research.

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