



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/
JTUH
 مجلة جامعة تكريت للعلوم الإنسانية
 Journal of Tikrit University for Humanities
Prof. Dr. Istabraq Tariq Al Azzawi

College of Education / University of Tikrit

Luma Adnan Taha (M.A. Student)

College of Education / University of Tikrit

* Corresponding author: E-mail :

lumaadnan@st.tu.edu.iq**Keywords:**intrinsic motive
learning,
english language**ARTICLE INFO****Article history:**

Received 13 June, 2022

Accepted 28 June 2022

Available online 15 Mar 2023

E-mail t-jtuh@tu.edu.iq

©2023 COLLEGE OF Education for Human Sciences, TIKRIT UNIVERSITY. THIS IS AN OPEN ACCESS ARTICLE UNDER THE CC BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>



Journal of Tikrit University for Humanities

Investigating the Intrinsic Motivation toward Learning English at Tikrit University

A B S T R A C T

It is important to recognize the fact that motivating learning is a central element of good teaching. Intrinsic motivation gives learners a chance to use the language naturally and to play a greater role in managing the classroom.

The objectives of this research is to identify whether or not second-year Iraqi college students at Kirkuk University have intrinsic motivation toward English language learning ,and if there is any difference between males and females“ intrinsic motivation.

This study is a descriptive study and the sample of this study is 160 students at the second year of the Department of English at Tikrit University in the academic year 2021/2022.

The data of this study is a questionnaire to assess students' intrinsic motivation toward English language learning.

The result of the study shows that the majority of students are highly intrinsically motivated toward English language learning also there is a significant difference between male's and female's intrinsic motivation toward English language learning.

© 2023 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://dx.doi.org/10.25130/jtuh.30.2.1.2023.25>

البحث في الدافع الجوهري لتعلم اللغة الإنجليزية في جامعة تكريت

لمى عدنان طه / كلية التربية / جامعة تكريت

الخلاصة:

من المهم أن ندرك حقيقة أن تحفيز التعلم هو عنصر أساسي في التدريس الجيد. يمنح الدافع الداخلي المتعلمين فرصة لاستخدام اللغة بشكل طبيعي ولعب دور أكبر في إدارة الفصل الدراسي.

الهدف من هذا البحث هو دراسة ما إذا كان طلبة الكلية/ السنة الثانية في جامعة كركوك لديهم دافع جوهرى تجاه تعلم اللغة الإنجليزية ، وما إذا كان هناك أي اختلافات بين الذكور والإناث "في دافعهم الجوهرى".

تضمنت عينة الدراسة 160 طالبا و طالبة في السنة الثانية بقسم اللغة الإنجليزية في جامعة تكريت في العام الدراسي 2022/2021 اداة البحث عبارة عن استبيان لتقييم الدافع الذاتي لدى الطلبة تجاه تعلم اللغة الإنجليزية

بينت نتائج الدراسة أن غالبية الطلبة لديهم دافع جوهرى تجاه تعلم اللغة الإنجليزية، كما أن هناك اختلاف كبير بين الدافع الجوهرى للذكور والإناث تجاه تعلم اللغة الإنجليزية في ضوء هذه النتائج.

الكلمات المفتاحية: الدافع الجوهرى ،لتعلم ،اللغة الإنجليزية

Introduction

1.1 statement of the problem

The reasons for learning English are widely affecting motivation among the students. Motivation is considered to be a major key factor which affects learning English as a foreign language (EFL). The prosperous in learning depends on motivation. Learning and motivation are inevitable. The significance of intrinsic motivation cannot be denied in an EFL context. Intrinsic Motivation is one of the dominant idea in the field of learning which processes success and failure degree of students“ acquisition of a foreign language” (Brown, 2007:213). Accordingly, the present study tries to study the intrinsic motivation of the Iraqi EFL college students.

1.2 Aims of the study

This study aims to identify:

1. To what extent that EFL student at Tikrit University is intrinsically motivated toward English language learning.
2. The difference between males and females in their “ intrinsic motivation.

1.3 Hypotheses

The study hypothesizes that:

1. There are no statistically significant differences indicating that Iraqi EFL college students’ are intrinsically motivated to English language learning

2. There is no statistically significant difference in the intrinsic motivation between males and females to learn English.

1.4 Value of the study

The value of the current study stems from the value of intrinsic motivation in learning English language. Thus, the value of this study could be summarized as below:

1. Raise teachers and students' awareness of the importance of intrinsic motivation for the English language learners.
2. Translators and textbooks designers; besides it is also important for everybody who interacts with native speakers of English in every field of life such as commerce, diplomat, working and traveling.

1.5 Limits of the study

The present study is limited to:

1. Shedding light on the Students' intrinsic motivation toward English language learning.
2. EFL second-year students at Tikrit University during the first course of the academic year 2021/2022.

1.5 Definition of Basic Term

It is defined 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, Lalonde, & Moorcroft, 1985: 55).

Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Chow & Yong, 2013:214).

Operational definitions: The activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task, and also Students with learning goals of seeking understanding for mastery of science content and skills are said to be intrinsically motivated (Cavallo, Rozman, Blickenstaff, & Walker, 2003:130)

2. Theoretical background and previous studies

2.1 Motivation

According to Dörnyei (1998:117) motivation “is one of the key factors driving language learning success”. Harmer (Harmer, 2007b:51) argues that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something” Brophy (2004: 3) claims that “motivation is a theoretical construct used to explain the initiation, direction, intensity, and quality of behavior, especially goal directed behavior”.

Motivation to do something can come about in many ways, it can be a personality characteristic or a stable long-lasting interest in doing something, it is pertinent to note that achieving high level of motivation in the classroom leads to higher levels of understanding (ibid).

There are several definitions of motivation. Motivation has been related to the amount of intellectual energy typically used in learning activities, and this led to a belief that motivation could be seen as a stable characteristic of the individual, on a par with personality. Motivation is what causes a person wants to know, act, understand, believe or gain particular skills. It can also be defined as the drive to satisfy the individual's need e.g. a learner who wants to learn how to read and count so that he/she will not be cheated when he/she goes out shopping (Filgona et al., 2020:19).

2.1.2 Intrinsic Motivation in Education

Intrinsic motivation is an important topic in education. Teachers and instructional designers strive to develop learning environments that are intrinsically rewarding. Unfortunately, many traditional paradigms suggest that most students find learning boring so they must be extrinsically goaded into educational activities (Dörnyei, 1998:117).

According to Ryan & Deci (2000a:56) Intrinsic motivation: is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards. Intrinsic motivation is clearly visible in young infants that consistently try to grasp, throw, bite, squash or shout at new objects they encounter. Even if less important as they grow, human adults are still often intrinsically motivated while they play crosswords, make paintings, do gardening or just read novels or watch movies. Some examples of intrinsic motivation are:

- participating in a sport because it is fun and you enjoy it rather than doing it to win an award
- learning a new language because you like experiencing new things, not because your job requires it
- spending time with someone because you enjoy their company and not because they can further your social standing

- cleaning because you enjoy a tidy space rather than doing it to avoid making your spouse angry
- playing cards because you enjoy the challenge instead of playing to win money
- exercising because you enjoy physically challenging your body instead of doing it to lose weight or fit into an outfit
- volunteering because you feel content and fulfilled rather than needing it to meet a school or work requirement
- going for a run because you find it relaxing or are trying to beat a personal record, not to win a competition
- taking on more responsibility at work because you enjoy being challenged and feeling accomplished, rather than to get a raise or promotion

2.2 Previous Studies

2.2.1 Heseck (2004)

The aim of the study is to find out whether intrinsic motivation and self-determination are key factors in academic achievement and success intrinsic motivation in the classroom. The sample of the study consists of 56 fourth grade students from a large suburban school district in upstate New York.

The tool of the study is a test. Results demonstrate that intrinsic motivation is positively connected with the student's change in scores from pre-test to post-test. While the association is not statistically significant, it reveals a favorable relationship between intrinsic drive and material learnt and kept over time.

2.2.2 Naima (2013)

This study aims at investigating the relationship between intrinsic motivation and oral proficiency. The tool of the study includes two questionnaires one is for students and another is for teachers; in addition to the classroom observation.

The students' questionnaire is meant for a sample of twenty (20) third-year LMD students from the Department of English at Mila University Center.

The analysis of the questionnaire show that both learners and teachers consider intrinsic motivation an important factor in enhancing the skill of

speaking, furthermore, the results of observation are in agreement with the results of both the learners and teachers' questionnaires.

2.2.3 Shillingford & Karlin (2013)

The aim of the study is to examine the role of intrinsic motivation in the academic pursuits of nontraditional students. The sample of the study consists of 35 undergraduate students in a Midwestern university. The academic institution is a mid-sized university located in a mid-sized city.

The tool of the study is a questionnaire. Results of the study show that respondents endorsed more items of intrinsic motivation than extrinsic motivation or a motivation. Hence, the desire to demonstrate competence, a need for a sense of self determination, and the pleasure and satisfaction derived from the college experience play a greater role in nontraditional students' academic pursuits than the external rewards such as, career advancement.

2.2.5 Discussion of Previous Studies

The three previous studies do not deal with intrinsic motivation and illocutionary competency. Though they differ, in one way or another, in their aims, sample, results and procedures that are adopted to achieve the intended objectives , but they enrich the current study. It is expected to find differences and similarities in the variables used, the objectives set, data collection, the conclusions obtained. The three previous studies are discussed in the light of the following points.

A. Aims

The previous studies aim to find the effect of intrinsic motivation and illocutionary competency to short stories on English language learning. The aims of the present study are similar to Heseck (2004)'s study which focuses on intrinsic motivation and self-determination. This also similar to Naima (2013) study that aims to investigate the relationship between intrinsic motivation and oral proficiency. Shillingford & Karlin (2013) aims to study article examines the role of intrinsic motivation in the academic pursuits of nontraditional students. While the current study differ from these studies in the aims to what extent that Iraqi EFL college students are intrinsically motivated toward English language learning, and to determining whether or not there is a relationship between intrinsic motivation and illocutionary competency of the Iraqi college students.

B. Sample

The sample of the current study includes(160) EFL University students while the sample of the Heseck (2014) consists of 56 fourth grade students from a large suburban school district in upstate New York. The sample of Naima (2013) consists of twenty (20) third-year LMD students from the department of English at Mila University Center. The sample of Shillingford & Karlin (2013)

consists of 35 undergraduate students in a Midwestern university.

C. Instruments

The instruments of the current study include a questionnaire, while the instrument of the Heseck (2014) is a test. The research tool of Naima (2013) includes two questionnaires; one for students and another for teachers; in addition to the classroom observation. The instrument of Shillingford & Karlin (2013) is a questionnaire.

D. Results

The results of the Heseck (2014) show that intrinsic motivation is positively correlated with the students' change in scores from pre-test to post-test. While the correlation is not significant, it indicates a positive relationship between intrinsic motivation and information learned and retained over time. The results of the Naima (2013) show that both learners and teachers consider intrinsic motivation an important factor in enhancing the skill of speaking, furthermore the results of the observation are in agreement with the results of both the learners and teachers' questionnaire. The results of the third study, shows that respondents endorsed more items of intrinsic motivation than extrinsic motivation or a motivation. Hence, the desire to demonstrate competence, a need for a sense of self determination, and the pleasure and satisfaction derived from the college experience played a greater role in nontraditional students' academic pursuits than the external rewards such as career advancement.

3:Procedures

3.1 Population and Sampling:

3.1.1 Population

Population is the group to which a researcher would like the results of the study to be generalized (Gay, Mills, & Airasian, 2011:129). Such group is known as population in research. However, some researchers use the word 'universe' in place of 'population. Universe refers to the set of all the units, which possess a variable characteristic under study (Shukla, 2020: 1).

The population of the present study includes of 300 second-year college students (male and female) who are studying in the morning studies in the Department of English at the College of Education for Tikrit University or the academic year 2021-2022.

3.1.2 Sample

A sample “is a group of individuals, items, or events that represent the characteristics of the larger group from which the sample is drawn” (Gay and Geoffrey, 2010:129).

The sample of the present study includes 160 second-year college students (male and female) which represent 68% of the population as indicated in table 1

Table 1
The Population and Sample of Students in the Study

College	Population	Involved in the Pilot study	Involved in the Sample	Percentage
The College of Education for Humanities (Tikrit)	400	15	160	40%

3.2 Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean 1994).

In the present study, the researcher uses the questionnaire, which consists of 20 items, some of them are positive and others are negative, to measure the intrinsic motivation of students in learning English language . The questionnaire is adapted from two sources with some modification, the first ten questions are adopted from the study under the title „Intrinsic and Extrinsic Motivation for Learning English as a Second Language (ESL) Among Pre- University Students of Pakistan’ conducted by Oletić & Ilić (2014), while the other questions are adapted from the study under the title ‘Academic Intrinsic Motivation in Elementary and Junior High School Students’ conducted by Gottfried (1985).

3.2.1 Content Validity of the Questionnaire

To ensure the validity of the questionnaire which is used to assess students' IM to learn English, the questionnaire specification is produced as shown in table (2). The researcher employed content validity and the Product Moment Formula with SPSS version 26 to determine the validity of students' IM to learn English.

There is a criterion for determining the legitimacy of objects. If the

correlation coefficient is greater than or equal to 'r' table, the item is regarded valid; otherwise, the item is declared invalid. At significance level of 5% ($\alpha = \text{alpha} = 0.05$), for $N = 330$ with $df = N - 1 = 330 - 1 = 329$, r table is 0.109. The validity criteria and outcomes are shown in the tables below:

Table 2

The Specification of the Questionnaire

The Specification of the Questionnaire

No.	Variables	Item number
1	Curiosity	1.3.4.5.8.17
2	Challenging	2.6.18.19
3	Persistence	7.9.10.12.13
4	Mastery	11.14.15.16.20

3.2.2 Scoring Scheme of the Questionnaire

The score is based on the Likert Scale Type. Likert Scale Type is a scale with a number of points, usually at least three but not more than seven. The questionnaire is a multiple-choice form of five alternatives, and scored as follows:

Table 4

The Scoring Scheme of Questionnaire Item

Item	Scale				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

3.2.3 Final Administration of the Questionnaire

The final administration of the questionnaire took place on 20th. of Jan. 2022, in Tikirt University . The purpose of the questionnaire, as well as the

purpose of the study in general, have been explained to the respondents. Each respondent has completed her/his copy completely.

4: Analysis of Data and Discussion of Results

4.1 First Hypothesis of the Study

In order to analyze the intrinsic motivation of the participants toward English language learning the mean score of each item that is based on the 5-point Likert scale has been calculated, as seen in table (5).

Then interpreted the total scores by classifying them into five groups. The interpretation of the students' intrinsic motivation toward English language learning is presented in the following table:(5)

Table 5

Categories of Students' Intrinsic motivation

<i>score</i>	<i>Category</i>
$X < 40$	Very Low
$40 \leq X \leq 50$	Low
$50 < X \leq 65$	Average
$65 < X \leq 80$	High
$X > 80$	Very High

To interpret these findings, the researcher used the Likert Scale 5-point intervals is used , to illustrate the sample's general tendency based on the mean scores. as shown in table (6).

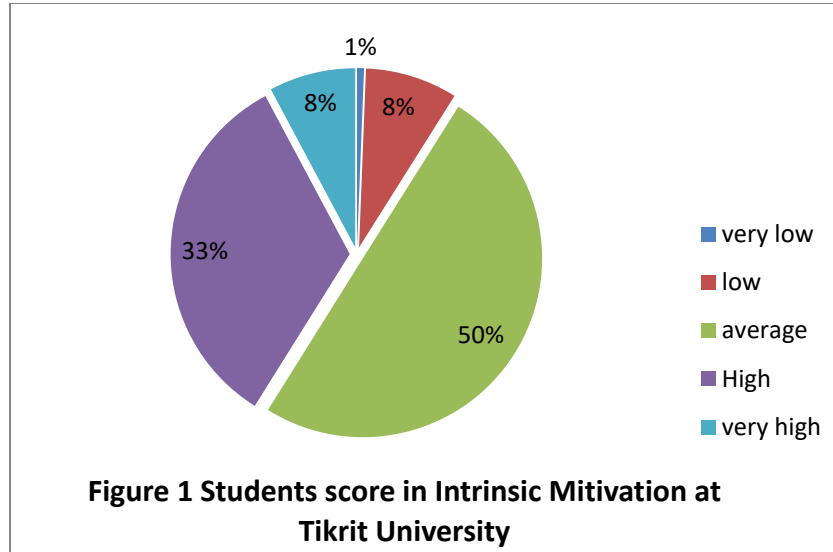
Table 6

5-points Likert Scale

Likert Scale	Interval	Description	Interpretation Level
1	1.00-1.79	Strongly disagree	Very Low
2	1.80-2.59	Disagree	Low
3	2.60-3.39	Neutral	Moderate
4	3.40-4.29	Agree	High
5	4.20-5.00	Strongly Agree	Very High

The contribution of intrinsic motivation results are described by using the SPSS version 26 programme. As we know, this segment of the questionnaire deals with the intrinsic motivation of students toward learning English language .

Students' intrinsic motivation toward learning English language at (Tikrit University) is presented in the following diagram (**Figure 1**)



Based on the diagram, the lowest percentage at Tikrit University is (0.006%) and the highest is (0.48%). The above classification shows that there is 1 student (1 %) in a very low category, 13 students (8%) in a low category, 77 students (50 %) in an average category, 56 students (33 %) in a high category and 13 students (8 %) in a very high category. As a result, the researcher has found that most second-year students in the English Department have Average intrinsic motivation toward learning English language

Table (7) indicates the Average (63.3125) for Tikrit University. So the first hypothesis indicates that Tikrit university have Average intrinsic motivation toward learning English language.

Table 7
Group Statistics

University	N	Mean	Std. Deviation	Std. Error Mean
Tikrit	160	63.3125	11.022	.871

4.2 The second Hypothesis of the Study

T-test formula is used to analyze the collected data in order to verify the second research hypothesis, "Is there any difference between the intrinsic motivation of the male and the female in learning English language " Cohen et al (2007:543) specify that the t-test formula is used to determine whether there are statistically relevant differences between the means of two groups using parametric data from random samples with a normal distribution.

After supplying the necessary data to the SPSS programme, the results are obtained in form of two tables. The first table is (8) Group Statistics and the second is (9) Independent Sample Testing.

Table (8) indicates the average (mean) of the vote for each group: (73) for males and (87) for females, i.e. there is a difference between the means of the two groups. Is this difference statistically significant, i.e. is the null hypothesis (there is no statistically significant differences between the interest of male and female in listening to the short stories) supported or not supported?

The data shown in table (8) indicate that the most critical pieces of data for introductory purposes are the Levene test and the level of significance for the two-tailed test (Sig. 2-tailed).

The Levene test is a tool that indicate which row is right for ('equal variances assumed' and 'equal variances not assumed'). According to Levene's test and t-test results:

1. If $p < 0.05$, reject H_0 and accept H_1 . The variances are significantly different.

Therefore, we cannot assume that they are equal.

2. If $p > 0.05$, accept H_0 . This means that the variances are not significant different. Therefore, it is assumed that they are equal. (ibid).

sig. = 0.052 in the Levene's test part, so p value is (0.052). This implies p (0.052) is greater than 0.05 and equal variances assumed that there is a significant differences between males and females. Moreover Sig. 2-tailed = 0.991 in the t-test part, so p is (0.991) and p is greater than 0.05.

Table 8

Students' Score in Intrinsic Motivation

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Tikrit students' intrinsic motivation	male	73	63.30	9.682	1.133
	Female	87	63.32	12.087	1.296

Table 9
Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means				95% confidence Interval of the differences			
	F	Sig	t	df	Sig. (2-tailed)	Mean Differences	Std. Error Difference	Lower	Upper
Equal variances assumed	3.828	.052	-.012	158	.991	-.020	1.755	-3.487	3.446
Equal variances not assumed			-.012	157.682	.991	-.020	1.721	-3.421	3.380

4.3 Discussions of Results

The findings of this study show that most EFL second-grade students are at the Average of intrinsic motivation in learning English language due to their individual intrinsic motivation, Filgona et al,(2020 : 21) Intrinsic motivation :It Characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task. the raw scores obtained from the questionnaire are statistically and holistically computed, , and the results reveal that the total mean scores of students' intrinsic motivation toward learning English language is(63.3125) , which is interpreted as the Average level of intrinsic motivation. Accordingly, the first null hypothesis (H0) is rejected

Finally, it is found that the average (mean) of the vote for each group: (63.30) for males and (63.32) for females, and the sig. = 0.052 in the Levene's test part, so p value is (0.052). This implies p (0.052) greater than 0.05 and equal variances assumed. More over Sig. 2-tailed = 0.991 in the t-test part, so p is (0.991) and p is greater than 0.05.

To sum up the findings, it is noticed that Levene's test and t-test that $p > 0.05$, so H0 hypothesis is accepted This means variances are not different.

5:Conclusions and Recommendations

5.0. Introductory Note:

This chapter includes conclusions, recommendations that may help in conducting further studies in the future are given.

5.1 Conclusions

The present study has come up with some conclusions, the most important of which are the following:

1. It has been shown that the majority of EFL Iraqi college students' have a high IM to English language learning.
2. IM strengthened students' ability to be a good negotiator by questions.
3. It reveals from the questionnaire that female is greater than male and this shows the interaction to learn English language in IM.
4. Since most EFL teachers are nonnative speakers and receive their training outside the target language community, this aspect IM of language teaching is often overlooked as the teachers themselves are not fully aware or not competent in this aspect of language acquisition.

5.2 Recommendations

Based on the above conclusions, it is recommended.

1. Students' IM is essential for academic success, so it is important to take into account how to raise this aspect in the process of English language learning.
2. Students should be taught to be autonomous to apply what they have learned to their own lives.
3. It is important to consider challenge an important element that raise student's level, which allows them to work at an optimal level on a consistent basis toward meaningful goals.

Bibliography

- Brown, H. D. (2007). **Teaching by principles: An interactive approach** to Language Pedagogy. Pearson longman.
- Brophy, J. (2004). **Motivating students to learn**: Routledge.
- Cavallo, A. M., Rozman, M., Blickenstaff, J., & Walker, N. (2003). **Learning, reasoning, motivation, and epistemological beliefs**. Journal of College Science Teaching, 33(3), 18.
- Chow, S. J., & Yong, B. C. S. (2013). **Secondary school students' motivation and achievement in combined science**. Online Submission, 3(4), 213-228.
- Cohen, L., Manion, L., & Morrison, K. (2002). **Research methods in education**: routledge.
- Dörnyei, Z. (1998). **Motivation in second and foreign language learning**. Language teaching, 31(3), 117-135.
- Filgona, J., Sakiyo, J., Gwany, D., & Okoronka, A. Asian (2020)Journal of Education and Social Studies.
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). **The role of attitudes and motivation in second language learning: Correlational and experimental considerations**. Language learning, 35(2), 207-227.
- Gay, L.R.& Geoffrey E.M (2010) **Educational Research: Competencies for Analysis and Application**. Columbus: Prentice Hall.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). **Educational research: Competencies for analysis and applications**: Pearson Higher Ed.
- Gottfried, A. E. (1985). **Academic intrinsic motivation in elementary and junior high school students**. Journal of educational psychology, 77(6), 631.
- Harmer, J. (2007b). **The practice of English language teaching**: Pearson longman.
- Hesek, E. K. (2004). **Intrinsic motivation in the classroom**: Increasing learning and retention.
- Naima, B. E. N. Z. A. H. R. A. (2013). **The role of intrinsic motivation in developing the students' speaking skill** (Master's thesis).
- Oletić, A., & Ilić, N. (2014). **Intrinsic and extrinsic motivation for learning English as a foreign language**. ELTA Journal, 2(2), 23-38.

Ryan, R. M., & Deci, E. L. (2000a). **Intrinsic and extrinsic motivations: Classic definitions and new directions.** Contemporary educational psychology, 25(1), 54-67.

Shillingford, S., & Karlin, N. J. (2013). **The role of intrinsic motivation in the academic pursuits of nontraditional students.** New Horizons in Adult Education and Human Resource Development, 25(3), 91-102.

Shukla, S. (2020). **Concept of population and sample:** November.

Wilson, G. R., McLean, N. R., Chippindale, A., Campbell, R. S. D., Soames, J. V., & Reed, M. F. (1994). **The role of MRI scanning in the diagnosis of cervical lymphadenopathy.** British journal of plastic surgery, 47(3), 175-179.