

**Motivation of Learning English Language by The Administrative and
Academic Support Staff at Workplace in A Private Sector University in
Karachi**

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Abstract

Introduction: Recently, institutions have promoted English language ability among personnel to improve communication with students and professors. Many employees may lack motivation to learn or use English at work. Language learning motivation might be integrative, instrumental, or both. This study examines administrative and academic support staff's English learning motivation at a Karachi private institution.

Problem Statement: Some university staff may lack motivation to study English, despite its relevance. Staff English language acquisition strategies can benefit from understanding motivation.

Methodology: This quantitative study assessed administrative and academic support staff English learning motivation. Data was acquired using a modified Kitjaroonchai (2012) questionnaire. Participants' motivation mean scores were interpreted using Degang (2010). Mean scores and standard deviation were used in

data analysis.

Results/Findings: *The study found that most participants were very motivated to learn English interactively and instrumentally. This implies that Karachi's private university's administrative and academic support staff value language acquisition.*

Future Direction: *Future research could identify the causes of this study's high motivation. Interventions to improve English language learning and staff assistance could also be tested. Understanding and tackling motivation hurdles can help university personnel learn English.*

Key Words: *Motivation, English language learning, administrative and academic support staff, University employees.*

Introduction

The proficient, efficient and dedicated administrative and academic support staff is the key factor in the effective administration of a University. Universities in Pakistan have started showing their interest in recruiting more skilled and knowledgeable, and proficient administrative and academic support staff to help setting better academic standards. A university environment generally revolves around three types of people. Students who study, faculty who teaches the students and the administrative and academic support staff that ensures the smooth running of the university other than teaching. Students study in a university to gain more knowledge and get success in polishing their analytical and individual skills. The teaching staff of the university is considered to acknowledge with one faculty or field taught in the university while the administrative and academic support staff are known to be able to provide numerous support for the smooth running of academic business between the faculty and the students (McRoy and Gibbs, 2009).

Teaching staff are frequently blamed for being hesitant to draw in themselves in speaking with people in general since they are above all else keen on seeking after their examination advantages and in encouraging their exploration vocation (Checkoway, 2001). During a research, two Australian scientists concluded that made verbal communication for the academic staff a nonobligatory activity and it is not the basic segment of their job but this perspective has faced many questions about its effectiveness. (Lewenstein, 1995; Royal Society, 2006).

The social and economic conditions of public and private sector organizations in general and universities in particular are rapidly changing across the globe to create a better

spare for globalization in every sector (Mathisen & Einarsen, 2004). This factor of globalization, which performs the function of interconnectedness and interdependence, has brought change in the managerial work settings around the world (Baker, 2000). Authoritative systems that energize duty and hazard taking and advance inventiveness and development inside and among representatives have been progressively perceived as key factors in long haul hierarchical.

A qualified management staff of a university plays an important role in managerial functions of a university. Key part players for a university that include instructing and non-teaching representatives are understudies. While the understudies shape major piece of the colleges, the training workers are viewed as key players. Then again, the Non-Teaching workers are mainstays of the University working and the activity fulfillment shapes the critical part of compelling and effective administration framework (Oad & Niazi, 2021).

Statement of the Problem

The administrative and academic support staff is one of the most important elements of a university. One of their responsibilities is to manage all the data, statistics, facts and figures about the progress of the institute that needs to be taken in account for the everyday function of the university (Smerek & Peterson, 2007).

The administrative and academic support staff members of a university are evaluated in many different ways. Their discourse and day-to-day communication style not only represents their academic background and professionalism; it also represents the maintenance of the standard being maintained in the academia. Use of English language by the administrative and non-teaching staff at a university is one of the leading elements for a university, especially in Pakistani context, to display the quality of education and emphasis on maintaining the best standards at all levels. This is why universities in Pakistan are gradually moving towards hiring foreign qualified teaching faculty. The inclusion of a foreigner into the environment not only ensures the display of quality maintenance, it also shows that the hierarchy encourages the use of English language not only inside the classrooms, but outside the classrooms as well. To ensure this, they tend to make administrative and nonteaching staff members interact with the foreigners so that they may also feel easier in communicating with the newly admitted students. Hence, the overall impact and image of the university in front of the students goes positive, which ensures the success of a university in terms of maintaining the academic environment and the level of professionalism.

Objectives of the Study

The Objectives set for this study were to:

1. Find out the level of motivation among administrative and academic support staff for learning English language for personal development.
2. Find out the level of motivation among administrative and academic support staff for learning English language for professional development.

Research Questions

The current research was based on the following questions:

1. What is the level of motivation for learning English among the administrative and academic support staff of a private sector university for their personal development?
2. What is the level of motivation for learning English among the administrative and academic support staff of a private sector university for their professional development?

Justification of the Study

English language in Pakistan is a sign of good education. A person fluent in spoken English is perceived to be off from a good educational background. The concept of giving priority to the use of English language is further endorsed by the induction of administrative and academic support staff by the authorities of a university. However, not many studies in Pakistan have been conducted to unearth the motivation of learning and using English language by administrative and academic support staff members. This will certainly bring forth the motivation of learning and using English language among the administrative and academic support staff members to not only improve their own proficiency, but to also toe the vision and mission of a university in setting an academic friendly environment.

Limitations of the Study

The current study included only one Private Sector University. To increase the generalizability of the study, more universities should be included. Other than the selected population, other professions should also be included so that the interest of learning English language by other professionals and the advantages of learning English language in their own professional settings can be investigated.

Literature Review

The relationship between motivation in learning a second language and its dependence on other factors has drawn the attention of many researchers. Gardner (1985),

one of the pioneers of the concept of motivation, consider it as the stimuli and desires of language learners. In his views, motivation comes in two forms i.e. integrative and instrumental. On these foundations of Gardner, researchers have rephrased and utilized it numerous researches on teaching pedagogy (Haider, et al., 2024). These researches include the relationship of motivation and language proficiency (Kachru, 1992; Noels et al., 2000; Vandergrift, 2003, 2005). Researchers developed subscales in the context of learners' autonomy like self-determination theory, which has three categories: extrinsic motivation, amotivation and intrinsic motivation (Noels et al., 2000; Vandergrift, 2005). Learners may find no connections between their actions and the results of their actions, which is being in the state of a motivation. Learners manifest extrinsic motivation in the pursuit of instrumental goals. The second category of motivation also has three subtypes, which refers to the limit of learners' autonomy or self-determination. These categories include identifies regulation, interjected regulation and external regulation. Contrary to this, learners exhibit intrinsic motivation by participating in learning activities. These activities give them enjoyment and satisfaction (Imran & Akhtar, 2023).

Many researches support the categorization of motivation because of its association with diversity in L2 learning outcomes (Noels et al., 2000; Vandergrift, 2003, 2005). Noels et.al. (2000), in a study on L2 motivation, concluded that the perception of English competence among the learners and their choice of learning the language clearly indicate motivation in certain condition. Learners, perceiving their competence on a lower scale in comparison to their peers, resulted in the amotivation to learn the language. The study also suggested that not only the enjoyment factor motivates the learners to learn a language sometimes it is also their personal or professional growth that persuades them to learn to express themselves in another language. Vandergrift (2005), in one of the studies done on French language learners, found a strong link between learners' autonomy and motivation and concluded that motivated and self-determined learners spend more time and efforts in learning a language. Hence, learners' autonomy must be the key element of any language-learning program to foster the potential success and motivation of the students (Noels et al., 2000; Vandergrift, 2005). Context also plays a vital role on motivation. It creates a diverse interaction with the L2 learners' motivation and learning outcome (Vandergrift, 2003, 2005; Zhao, 2012). In the context of learning, external factors like activities, teachers, feedback, and classroom environment have also come into discussion (Zhao, 2012). Among these factors, a teacher's role was quite significant in students' motivation of learning an L2 (Ghenghesh, 2010; Long, Ming, & Chen, 2013). Teachers perceived the students to have

intrinsic and integrative motivation on the contrary the learners' instrumental motivation to their L2 classrooms (Zhao, 2012). The researchers could not find much about the relationship between English for Occupational Purposes (EOP) and L2 motivation in a workplace (Oad, Khan & Khoso, 2020).

Methodology

This research used quantitative research approach. The participants filled a survey questionnaire to reveal their level of motivation for learning English.

Population

The population of this study comprised of administrative and academic support staff members of a private sector universities in Karachi.

Participants

Administrative and non-teaching academic support staff was selected from a prominent private sector university in Karachi. Karachi being a cosmopolitan city of the country has the largest population that is educated and has access to online resources was the best place to conduct the research.

Sampling Technique

For this research the researcher used convenient sampling technique. One of the reasons for using convenient sampling is this that the researcher, being a part of the organization had access to the participants of the research. It was convenient for the researcher to gather the required information crucial for this research. Another reason was that although universities across Pakistan claim to support research, however, when it comes to giving access to the participants for data collection, the ground realities are not very encouraging.

Measures and Procedure

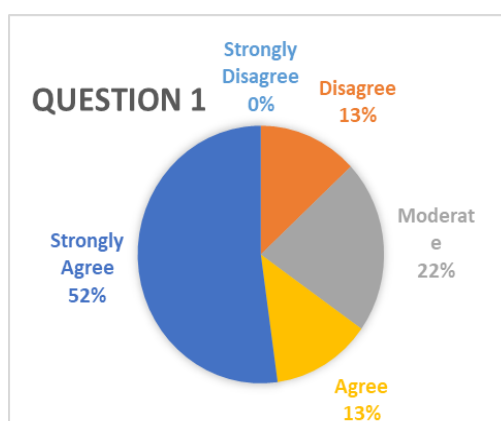
This study used a questionnaire that Kitjaroonchai (2012) adapted and edited. The main source of the questionnaire was Gardner's (1985) Attitude Motivation Test Battery (AMTB). Kitjaroonchai (2012) edited the questionnaire using the scales of integrative and instrumental orientation. The questionnaire has 20 items that measured on five-point Likert scale items ranging from 1-5 (strongly disagree = 1 to strongly agree = 5). The items dealing with integrative motivation are item # 1, 2, 7, 8, 9, 13, 16, 17, and 18. Similarly, the items dealing with instrumental motivation are item # 3, 4, 5, 6, 10, 11, 12, 14, 15, 19, and 20. To interpret the mean score level for participants' motivation level, the researcher adopted

Degang (2010)interpreting procedure design.

Results

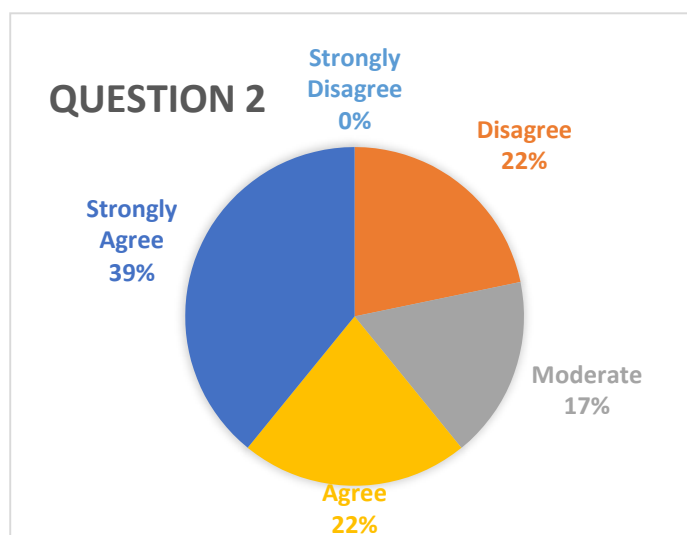
The results received in the individual items are as follows:

Item # 1



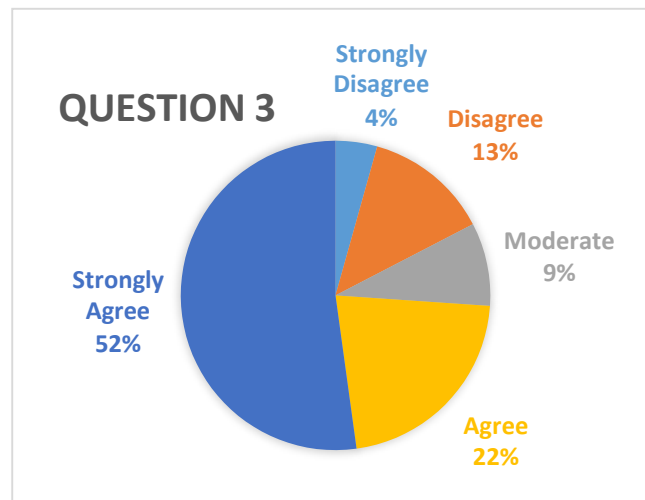
The first item enquired about the interest of the participants about studying the culture English-speaking countries. In response, majority i.e. 65% of the participants opted for either agree or strongly agree. Only 13% of the participants ticked disagree while 22% were either not quite sure of their feelings or they had moderate interest in the other cultures.

Item # 2



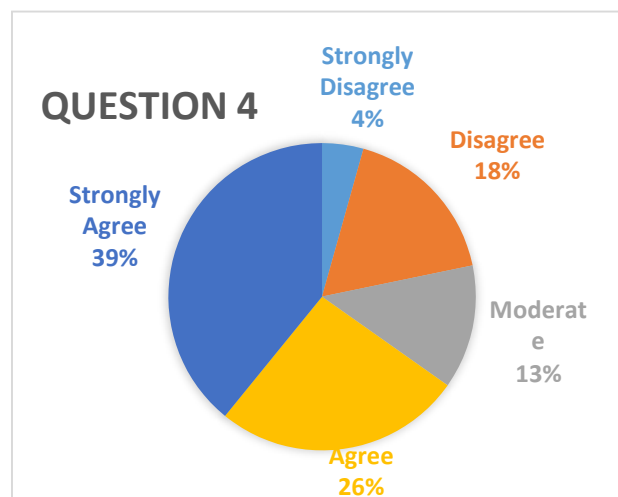
Items no. 2 asked about the participants' interests in studying literature published in English language. In response, 61% of the participants agreed to have interest in reading material published in English, whereas, 22% did not have any interest learning English for studying English literature. 17% of the participants were ambivalent about their interest for literature in English.

Item # 3



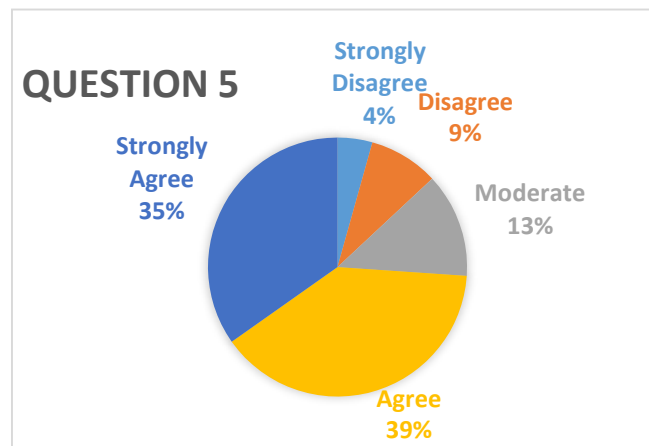
The objective of Item # 3 was to explore whether or not the participants have an interest in communicating with the native speakers. In response to this question, 74% of the participants showed their interest in interacting with the native speakers while only 13% of them did not have any interest in interacting with the native speakers. However, 9% of the participants were indecisive about their wish to be able to interact with the native speakers.

Item # 4



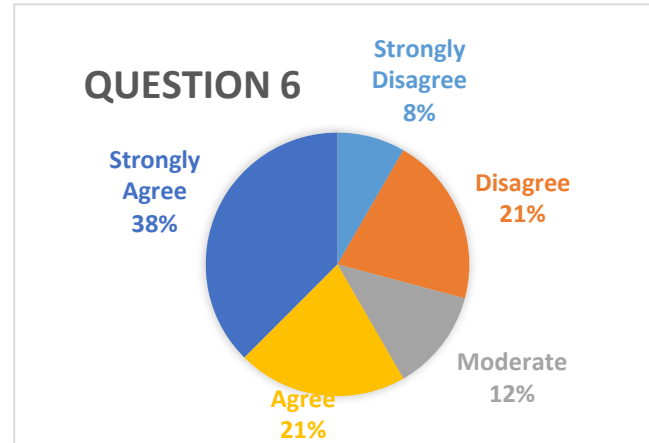
Item no. 4 focused the future perspective of the employees because of their command over English language. In the response, the majority, i.e. 65% either agreed or strongly agreed to the fact that fluency in English will benefit them in the future. However, 22% of the participants did not think that it is the command over English language that will get them a prosperous future. On the other hand, 13% of the participants did not have a clear about the impact of English language on job improvement.

Item # 5



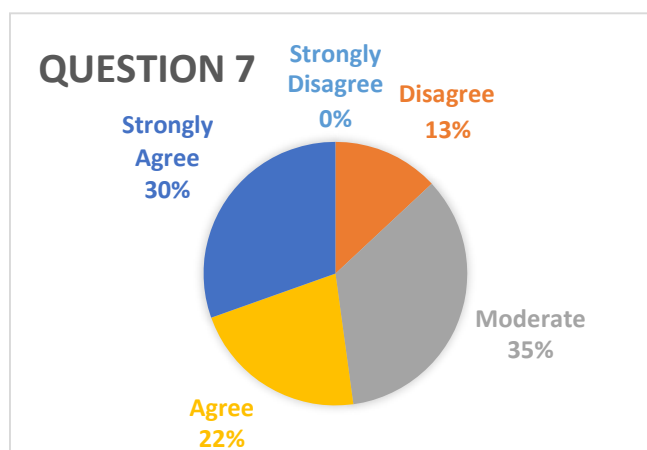
Item no. 5 enquired about the perspective of employees about the use of English in their future jobs. In the response, 74% agreed the utilization of English language in their future jobs, while 13% did not agree that they would need to use English language in their future jobs. 13% participants on the other hand, were not clear about the function of English language in their future jobs.

Item # 6



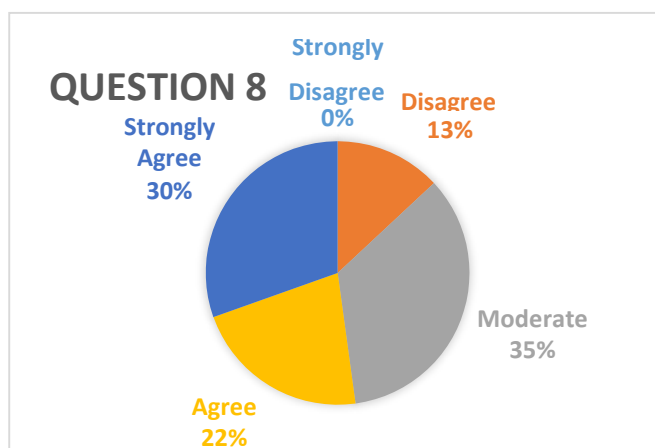
Item no. 6 tried to establish the importance of English in increasing the knowledge of a person. In response, 59% of the people agreed to acknowledge the role of English in increasing the knowledge of a person, whereas, 21% thought the other way. However, 12% of the participants did not have a clear idea about the role of English language in this respect.

Item # 7



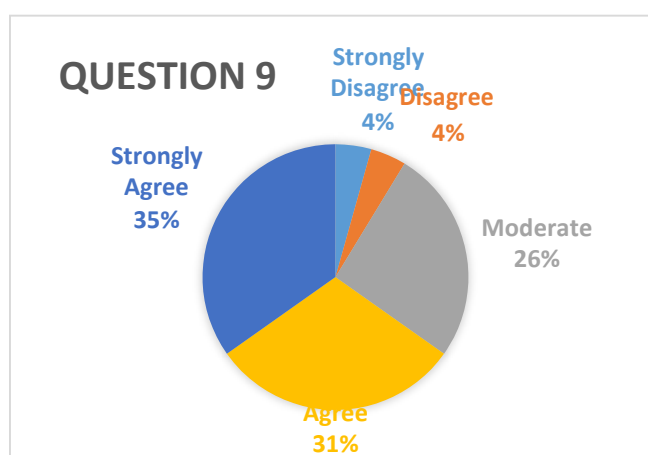
Item no. 7 emphasized the importance of English for understanding the ways of life of English language native speakers. 52% of the participants endorsed the importance of English language in understanding how native speakers of English language lead their life. On the other, only 13% of the participants did not agree with this idea. Interestingly, 35% of the participants were not sure about the role of English language in understanding the ways of life of people speaking English as their 1st language.

Item # 8



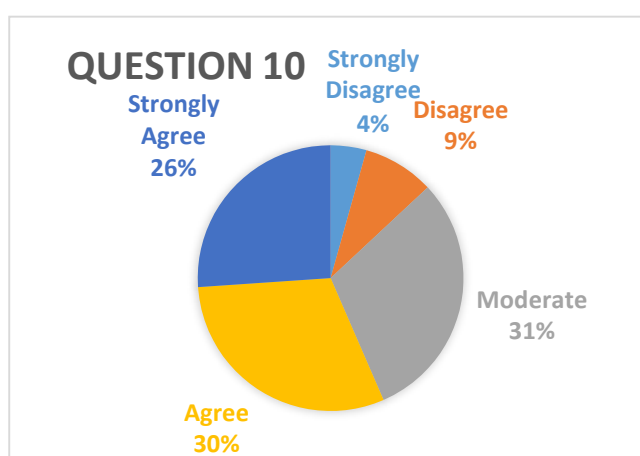
This item enquired about the interest of the participants for having friends other than their own country. In response, 52% of the participants showed their interest in having friends abroad, while 13% preferred friend only from their own countries. On the other hand, 35% of the participants were confused about making friends outside their own context and culture.

Item # 9



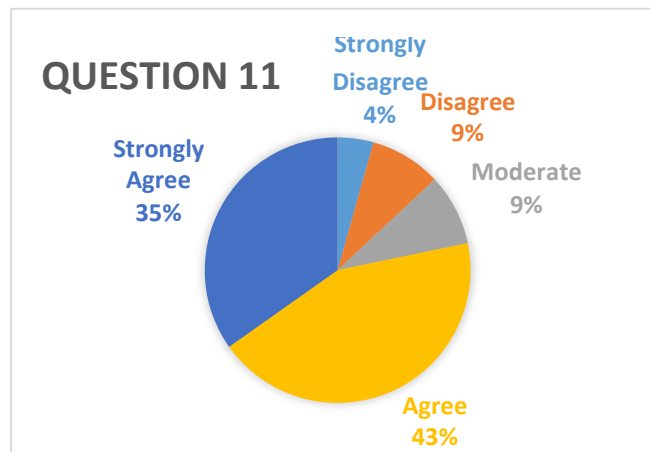
Item no. 9 explored the interests of the participants in getting associated with other believes and values. In response, 66% of the participants wanted to associate themselves with other cultures while, 8% did not approve of this idea. However, 26% of the people were not sure about the idea of this kind of association through language or because of language.

Item # 10



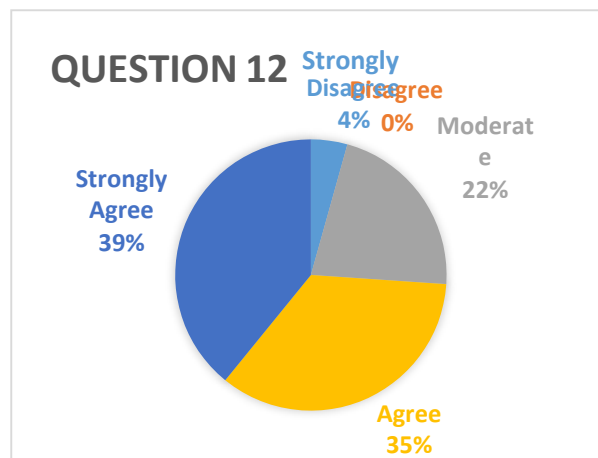
Item no. 10 explored the psychological element of language learning that knowing languages other than the native language, gives a person an edge over the others. In response to this item, 66% of the participants endorsed the element of having an upper hand over the others for, whereas, only 13% of the participants rejected the idea out rightly. It was interestingly to observe that 31% of the participants were confused about the element of learning another language and its psychological impact on others.

Item # 11



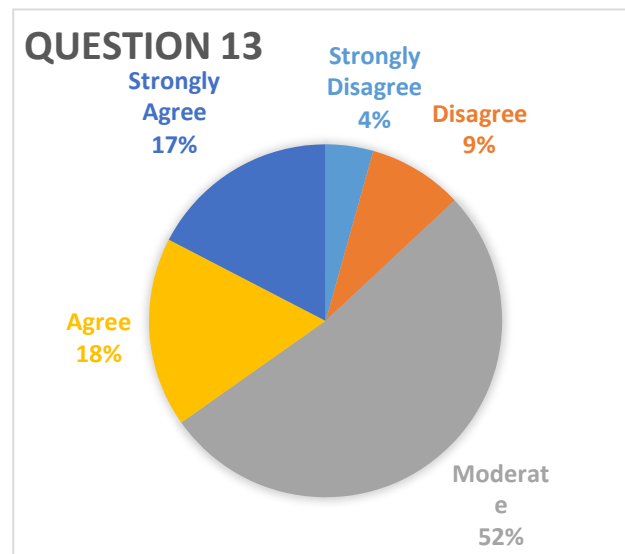
Item no. 11 emphasized the importance of English language for education. The responses to this item revealed that 78% of the participants endorsed the importance of learning English language for education while, only 13% of the participants did not agree with this idea. While 9% of the participants were not sure whether English language can help them studying further or not.

Item # 12



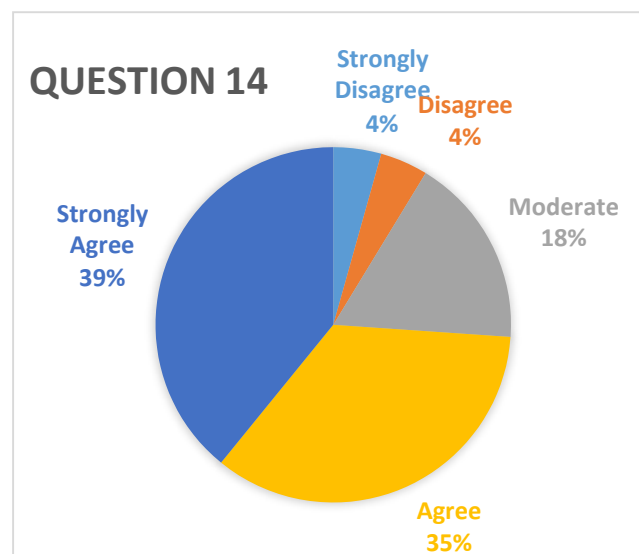
Item no. 12 emphasized the importance of English language in terms of gathering material from the international resources. While responding to this item, 74% of the participants endorsed the importance of English for gathering information from international forums while only 4% disagreed to it. On the other hand, 22% remained moderate in giving opinion about it.

Item # 13



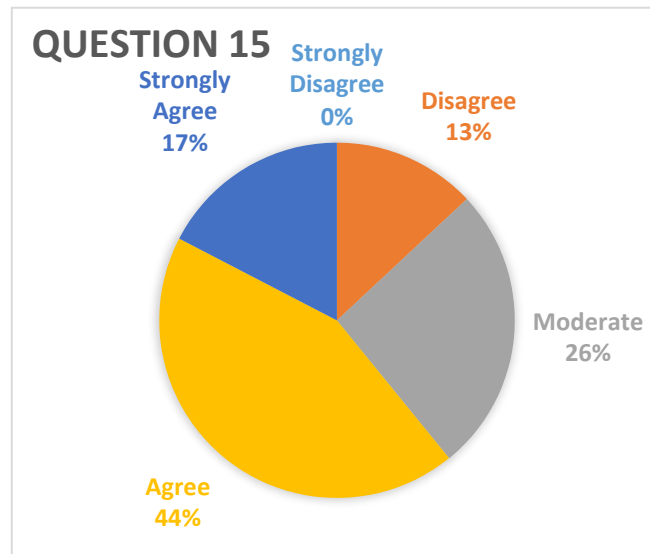
Item no. 13 tested psychological perception about the impact of learning another language and that is the learner loses the identity. The respondents remained confused about this perception as 52% of them ticked on the moderate mode. 35% of them endorsed the idea and only 13% rejected the idea of identity crises due to language learning.

Item # 14



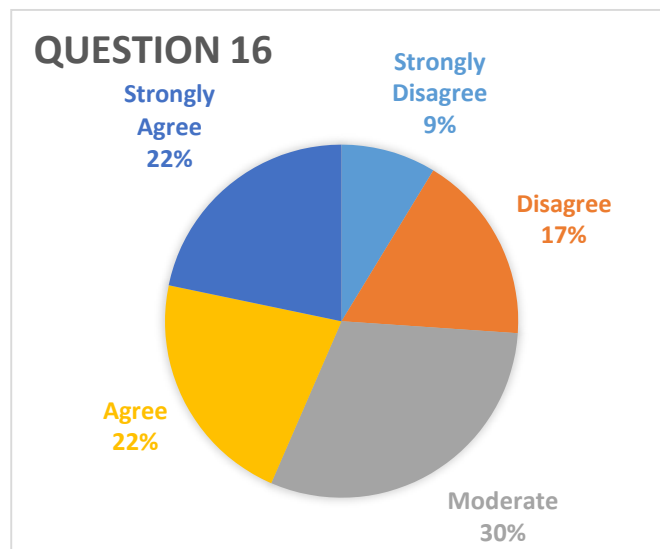
Item no. 14 stated the importance of learning English language during travel, as it is considered as the lingua franca. 74% of the participants endorsed the idea of usefulness of English language during international travel. Only 8% did not find English useful enough while travelling abroad while 18% could not be decisive about the role and importance of English language during their travel.

Item # 15



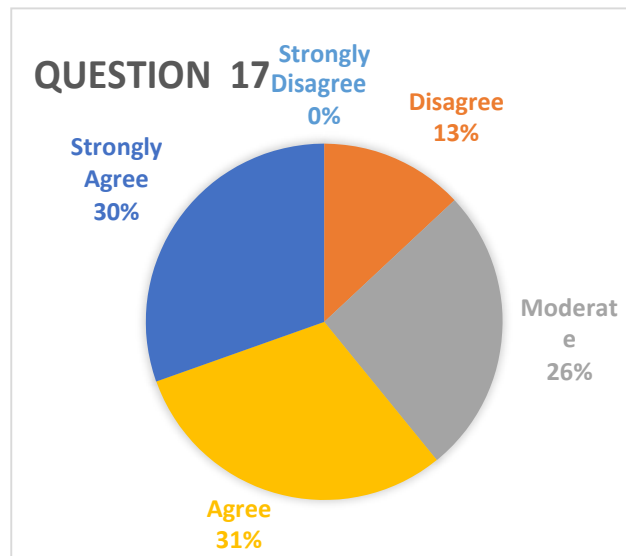
Item no. 15 emphasized the importance of learning English language for academic performance. The responses revealed that 61% of the participants agree to the idea that learning English language gives a person boost in the academic performance while 13% did not agree with this. 26% on the other hand, did not have such experience where learning English language could help them achieve good grades in their academic life.

Item # 16



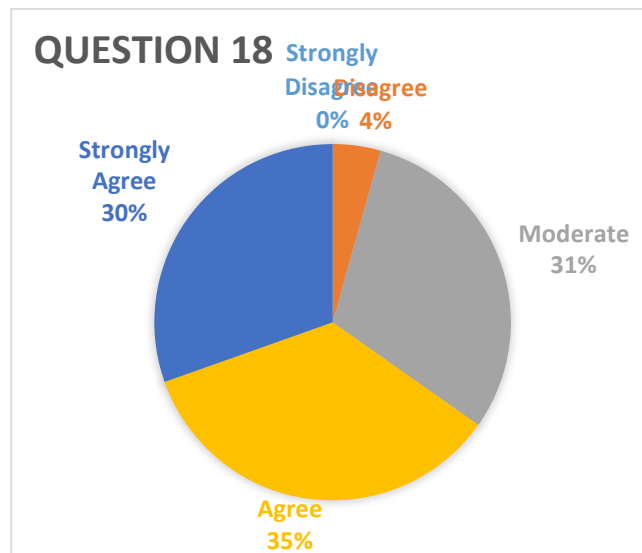
Item no. 16 stated the impact of language on the nation speaking that language. The responses to this item revealed that 44% of the responses were in favor of this philosophy. However, 26% of the people rejected this notion. On the other hand, 30% of the participants, remained neutral to this doctrine.

Item # 17



Item no. 17 emphasized the importance of learning English language to enjoy the entertainment being provided in that language. While responding, 61% of the participants agreed to enjoy the language of entertainment and 13% denied. On the other hand, 26% of the participants did not state clearly whether they merely because of language or some other elements as well.

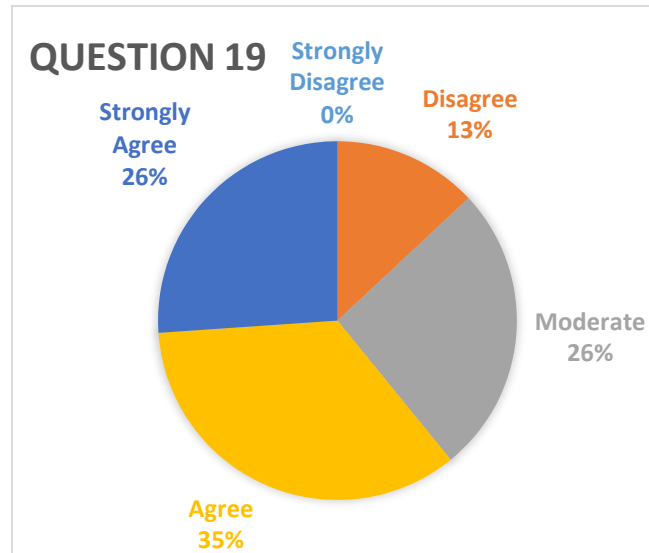
Item # 18



Item no. 18 stated the importance of learning English language in order to enjoy one of the aspects of aesthetic sense, which is reading. While responding 64% of the participants agreed to have enjoyed their reading in English while only 4% did not enjoy reading in English. On the other hand, 31% of the participants had some confusions

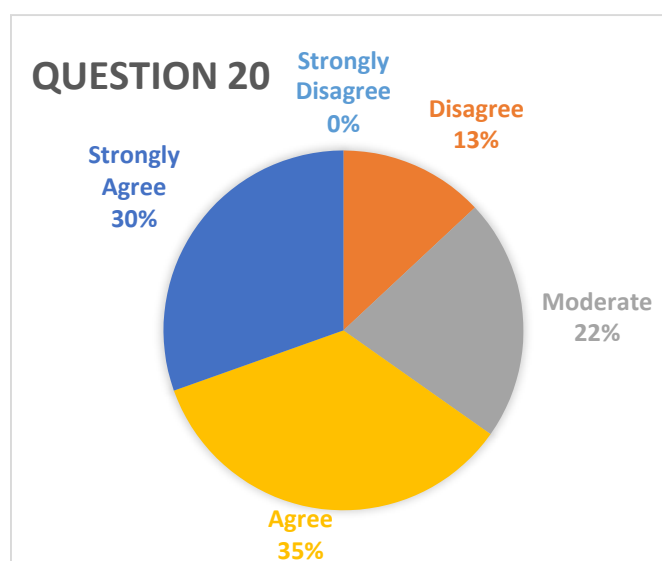
regarding the element of enjoyment being provided by different stuff published in English language.

Item # 19



Item no. 19 emphasized the importance of learning English language as a useful tool in higher studies. In response to this item, 61% of the participants endorsed the usefulness of learning English for higher studies while 13% did not agree with it. 26% of the participants, however, did not think English language to be that important tool in higher studies.

Item # 20



Item no. 20 stated the importance of learning English language as it is a very

effective tool of communication. The responses to this item revealed that 65% of the participants agreed to this statement and 13% of the participants did not approve of the idea. On the other hand, 22% of the participants remained ambivalent about this thought.

Overall Results

The results were divided into two parts, i.e. instrumental and integrative motivation. The mean range was used to measure the participants' motivation, using descriptive statistics of the Mean score and Standard Deviation (S.D.) and their corresponding levels of motivation to serve as the foundation for implication after their interpretation. Therefore, the level and type of participants' learning motivation were measured through a five-point Likert scale. Hence, the researcher adopted Degang (2010) interpreting procedure design to interpret the mean score level for learners' motivation, as follows:

Table 1: Interpretation of Mean Score of Motivational Levels

| Mean Range | Interpretation |
|------------|--------------------------------|
| 4.50-5.00 | Very high degree of motivation |
| 3.50-4.49 | High degree of motivation |
| 2.50-3.49 | Moderate degree of motivation |
| 1.50-2.49 | Low degree of motivation |
| 1.00-1.49 | Very low degree of motivation |

The overall results were indicated using the mean score, standard deviation, and motivational level of instrumental and integrative motivation. Average mean scores presented the findings indicating the motivational levels based on Likert (1932) criteria.

The responses received in quantitative investigation through the questionnaire revealed the following responses:

Integrative Motivation

Table 2: Responses on Integrative Motivation

| Items | Strongly Disagree | Disagree | Moderate | Agree | Strongly Agree | Mean | Standard Deviation |
|-------|-------------------|----------|----------|-------|----------------|------|--------------------|
| 1 | 0 | 3 | 5 | 3 | 12 | 4.6 | 4.51 |
| 2 | 0 | 5 | 4 | 5 | 9 | 4.6 | 3.21 |
| 7 | 0 | 3 | 8 | 5 | 7 | 4.6 | 3.21 |

| | | | | | | | |
|----|---|---|----|---|---|-----|------|
| 8 | 2 | 2 | 7 | 7 | 5 | 4.6 | 2.51 |
| 9 | 1 | 1 | 6 | 7 | 8 | 4.6 | 3.36 |
| 13 | 1 | 2 | 12 | 4 | 4 | 4.6 | 4.34 |
| 16 | 2 | 4 | 7 | 5 | 5 | 4.6 | 1.82 |
| 17 | 0 | 3 | 6 | 7 | 7 | 4.6 | 3.05 |
| 18 | 0 | 1 | 7 | 8 | 7 | 4.6 | 3.78 |
| 21 | 0 | 3 | 6 | 9 | 5 | 4.6 | 3.36 |
| 22 | 1 | 2 | 6 | 8 | 6 | 4.6 | 2.97 |

The mean scores of the items dealing with integrative motivation reveal that the participants have high integrative motivation towards learning English. However, the standard deviation shows that while responding to some of the items e.g. item no. 8, 16, and 12, some of the participants had clear difference of opinion. On the other hand, standard deviations of item no. 2, 7, 9, 17, 18 and 21, the dispersion of the responses is not very noticeable however, standard deviation of item no. 1 and 13 show much clarity in the data responses.

Table 3: Responses on Instrumental Motivation

| Items | Strongly Disagree | Disagree | Moderate | Agree | Strongly Agree | Mean | Standard Deviation |
|-------|-------------------|----------|----------|-------|----------------|------|--------------------|
| 3 | 1 | 3 | 2 | 5 | 12 | 4.6 | 4.39 |
| 4 | 1 | 4 | 3 | 6 | 9 | 4.6 | 3.05 |
| 5 | 1 | 2 | 3 | 9 | 8 | 4.6 | 3.65 |
| 6 | 2 | 5 | 3 | 5 | 9 | 4.8 | 2.68 |
| 10 | 1 | 2 | 7 | 7 | 6 | 4.6 | 2.88 |
| 11 | 1 | 2 | 2 | 10 | 8 | 4.6 | 4.10 |
| 12 | 1 | 0 | 5 | 8 | 9 | 4.6 | 4.04 |
| 14 | 1 | 1 | 4 | 8 | 9 | 4.6 | 3.78 |
| 15 | 0 | 3 | 6 | 10 | 4 | 4.6 | 3.71 |
| 19 | 0 | 3 | 6 | 8 | 6 | 4.6 | 3.13 |
| 20 | 0 | 3 | 5 | 8 | 7 | 4.6 | 3.21 |

Similarly, the mean scores of the items dealing with instrumental motivation also reveal that the participants have high instrumental motivation towards learning English. In this case, standard deviation of item no. 6 and 10, show outliers to a large extent, as the data deviates quite a bit from its mean. However, item no. 4, 5, 14, 15, 19, and 20, show slight deviation from the mean and item no. 3, 11 and 12 show consistency of the participants in their responses.

Discussion

Asian researchers have continuously reported higher level of both integrative and instrumental motivation in terms of English language learning (Long, Ming, & Chen, 2013; Muftah & Rafik-Galea, 2013). Similarly, in this study the participants were found to have high degree of both extrinsic and intrinsic motivation. In the researches in Korea (Yang, 2009, 2011) it has been reported that learning another language is mostly dependent on both integrative and instrumental motivation. On the contrary, in this study, some participants were also found to be least motivated and did not have either integrative or instrumental motivation. Some qualitative response also showed that the participants had mixed responses. This phenomenon may be rationalized that they are not motivated and excited for their future prosperity. An organization always has some of the employees who do not wish to move ahead and rather like to remain stagnant at their places (Imran, et al, 2023). For such people, the organizations must formulate a policy of reward in contributing the organization's endeavors of internationalization. This based on the idea that rewards are directly linked with the motivation. The more the rewards, the more the motivation. Thus the more confident the L2 speakers are at their speaking skills, the more rewards from the organization they tend to receive. The results of this study also support the claim that the lack of motivation for learning a second language creates a lack of sense of achievement due to perceived competence of second language (Baker & MacIntyre, 2003; Vandergrift, 2005). Similarly, the study also corroborates the impact of perceived competence in English language speaking on participant's integrative motivation of some of the participants. Therefore, motivation to speak L2 in the context of EOP needs to be enforced on the employees by offering some rewards for the learners and users of English language. Despite the significance of reading and speaking in English in the context of EOP, the participants also pointed out that speaking English is going to play an important role for their future advancements. Some participants, on the other hand, were extremely unaware of the benefits of English for Occupational Purposes.

Conclusion

Globalization in the non-academic support and administrative staff is extensively noted in the 21st century (Altbach, 2004). Pakistani society has acknowledged globalization on a grand scale from education industry to the corporate world. Competence in English language is now required at many workplaces. Administrators of a University work in an environment that is mostly globalized because of the increased frequency of active business and academic related exchanges. This study examined the importance of officialization of English, in the context of university administrative workers. The results and findings of this study reveal that the employees have high level of both intrinsic and extrinsic motivation. It was also revealed that the employees. They continuously emphasize on the importance of using English language both in social and professional context, which plays an extremely important role in increasing their motivation towards learning and using English language. It is critical for the higher authorities to communicate the functions and goals, and their expectations of using English language with other members of university. Employees need specific policy objectives, followed by concrete and clear guidance as to how they should use English at their workplaces. They also need the opportunities to enhance the key skills of English language, so that the implemented policy can improve the performance and efficiency of administrative staff while fostering the concept of internationalization of the campus. The more confident they are of their necessary English language skills, the more intrinsically oriented they will be towards English language learning.

Recommendation

Although this study contributes to understanding the link between the workplace context of the English for Occupational Purposes and motivation, this study is not without limitations. The first limitation was is this that this study investigated a context of the EOP in Pakistani higher education, the sample size selected for this study was relatively small, thus the results findings of this study have limited generalizability. Therefore, it is recommended that the study is conducted on a larger scale with a bigger sample size ensure the generalizability of the results. The findings also indicate that most of the participants had a very clear idea about the importance of learning and using English at their workplace, yet many participants could not clearly share their thoughts about this idea. Therefore, it is recommended that the participants are involved in an in-depth focused group interview so that they understand the questions clearly and then put their responses with clear understanding. Moreover, since this study did not provide information related to the

evaluation of the scores of English proficiency of these employees, it is therefore recommended that these employees undergo an English proficiency test to come to know their own level of language competence so that they may be able understand the importance of learning English for their better future.

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