

## Measuring The Influence Of Integrative Motivation And Instrumental Motivation: An Empirical study

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### قياس تأثير الدافعية الاندماجية والأدواتية: دراسة تجريبية

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#### Abstract:

**Background:** This research paper is trying to measure the influence of instrumental and integrative motivation in the process of learning English language as a second language. This measurement were done by applying a questionnaire (likert scale) on a group of English language learners from different majors and different countries. However, the measurements were sharing very close results, no vital differences between the two types, as well as the results show that both types have very effective influence in learning a second language. **Aims:** to measure the impact of the integrative & instrumental motivations. **Methods:** the data were collected by a questionnaire (Likert type), Internal consistency was assessed using Cronbach's alpha. Both instrumental motivation and integrative scales demonstrated good reliability,  $\alpha = .84$ . **Results:** the results showed that both types influenced the learning process (learning a second language), as well as they illustrated no vital differences between the two types of motivations. These results suggest that participants in this study demonstrated similar levels of instrumental Motivation and integrative Motivation, with no meaningful statistical difference between them. **Conclusion:** presents that both types of motivation are very important and can influence the process of learning a second language.

**Keywords:** integrative motivation, instrumental motivation, SLA, Likert scale, Libyan learners.

#### المخلص

**الخلفية:** تهدف هذه الورقة البحثية إلى قياس تأثير الدافعية الأدواتية والدافعية الاندماجية في عملية تعلم اللغة الإنجليزية كلغة ثانية. تم إجراء هذا القياس من خلال تطبيق استبيان (مقياس ليكرت) على مجموعة من متعلمي اللغة الإنجليزية من تخصصات وبلدان مختلفة. ومع ذلك، أظهرت النتائج تقارباً كبيراً، حيث لم تكن هناك فروق جوهرية بين النوعين، كما أوضحت النتائج أن لكلا النوعين تأثيراً فعالاً في تعلم اللغة الثانية. **الأهداف:** قياس أثر الدافعية الاندماجية والأدواتية. **المنهجية:** تم جمع البيانات بواسطة استبيان (نوع ليكرت)، وتم تقييم الاتساق الداخلي باستخدام معامل ألفا كرونباخ. وقد أظهر مقياس الدافعية الأدواتية والاندماجية ثباتاً جيداً، حيث بلغت قيمة  $\alpha = 0.84$ . **النتائج:** أظهرت النتائج أن كلا النوعين يؤثران في عملية تعلم اللغة الثانية، كما أوضحت عدم وجود فروق جوهرية بين نوعي الدافعية. تشير هذه النتائج إلى أن المشاركين في هذه الدراسة أظهروا مستويات متشابهة من الدافعية الأدواتية والدافعية الاندماجية، دون

وجود فرق إحصائي ذي دلالة بينهما. **الخاتمة:** توضح النتائج أن كلا نوعي الدافعية مهمان للغاية ويمكنهما التأثير في عملية تعلم اللغة الثانية.

**الكلمات المفتاحية:** الدافعية الاندماجية، الدافعية الأدواتية، اكتساب اللغة الثانية (SLA) ، مقياس ليكرت، المتعلمون الليبيون.

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## Introduction

Motivation can be viewed as an inner force that directs human behavior towards a particular functional imaginative goal. In addition, it reflects the inside process that initiates, leads, and maintains goal-oriented behavior. Motivation for various learners can be illustrated as a physiological characteristic that trigger an organism to act towards the most wanted goal; however, according to (Guay, Chanal et al. 2010), motivation referred to as "the reasons underlying behavior, acting as channel that transforms pure aspiration into real action that must be achieved. This establish that we are motivated to obtain certain procedures to reduce internal pressure caused by unfulfilled natural requirements (like lack of food or need for liquids) your body seeks homeostasis balance. This focuses on the "intellectual mathematics" we do. We are motivated when we believe that Increased attempt will lead to better performance, as well as enhanced performance will guide to a specific prize that we actually appreciate. This research paper aims to show us the effect of two important types of motivation on learning or acquiring a second language. Bordered by the specific context of language acquisition and skill mastery, researchers Robert Gardner and Wallace Lambert make a precise distinction between two primary orientations: integrative and instrumental motivate. Integrative motivation is determined by social and emotional needs. It takes a place when a learner desires to recognize the society that speaks the target language The main purpose is to comprehend the culture, gather the people, and possibly even incorporate into that society; however, Instrumental motivation is restricted by and feasibility and efficiency. The verbal communication or skillfulness is viewed as "mean" (an instrument) to attain a particular goal. Integrative motivation emerges when a learner recognizes the culture or community connected with a skill, forced by a true desire to belong or communicate on a personal level; furthermore, the learner is determined by a genuine desire to attach with community or a culture. Contrarily, appears instrumental motivation, where the most important aim is the attainment of a realistic reward, such as career improvement or passing grade. It emphasizes on the realistic advantages of a task, such as career advancement or passing an assessment. While some scholars claim that genuine interest in the target culture guides to more sustainable success, others propose that the practical rewards of instrumental drive are equally effective for achieving specific, short term milestones. (Gardner and Lambert 1972).

## Methodology

The data in this research paper was collected through a questionnaire (likert scale) type. Based on the results provided, here is a discussion of the key findings. This analysis focuses on the reliability of your tools, the demographic profile of your participants, and the comparison between different types of motivation and participant groups

## Literature Review

Many learners can recognize that motivation can support them to achieve their goals, however it can guide them to reach what they intend to fulfill. Baumeister in (2016) argued that "Motivation is lacking.(Baumeister and Emotion 2016) It is a condition of an organism that includes a subjective sense (not necessarily conscious) of desiring some change in self and/or environment. Presumably this includes some predisposition to act in ways that will facilitate that change.(Lamb, Csizér et al. 2019). In other words motivation is the desire to accomplish

your goals, to extend a great effort to achieve what you intend to do. As suggested by Lamb et al. (2019) suggested that motivation has been a significant and appreciated strand of psychological science since the 1930s, as recent societies governments and businesses—required to understand what people wanted, why they wanted those things and, more cynically, how those wants could be manipulated. Moreover, motivation has effective influence on learning a second language, many learners have different factors and reasons that force them to learn and acquire a second language. These factors can be involved in two main types of motivation, which are integrative and instrumental motivation. Integrative motivation is when the learners are interested to know and learn more about other cultures and communities, or when they are intended to live in foreign countries, therefore many learners are aimed to learn and acquire the language of these targeted communities, to be effortless for them to understand their culture, also to communicate with the residents of these communities. According to Gardner "Integrative motivation refers to a learner's desire to at least communicate, or at most, integrate with the members of the target language community" (Gardner 1985). On the other hand instrumental motivation is when the learners aim to obtain better job or when they want to evolve and develop their careers, in addition when they are intended to pass an exam, learners are very motivated to learn a second language; particularly, the language that is regarded a second language in their communities. Gardner & MacIntyre illustrated that "Instrumental motivation refers to the potential utilitarian gains of proficiency in the target language, such as getting a better job, higher salary, or achieving higher social status. (Gardner and MacIntyre 1991). Both types of motivations have an important role in learning a second language; they have a vital effect on learners to achieve their goals. When learners find out their needs, they determine their type of motivation to serve those needs and goals. Gardner & Lambert argued that "The two types of motivation are not mutually exclusive. Most language learning situations involve a combination of both orientations. (Gardner and Lambert 1972). All in all learners request for both types of motivations according to their desires and requirements, therefore they will be able to attain them.

Igwe & Ligaya in (2025) argued that "While integrative motivation is positively and significantly correlated to students' performance in English, instrumental motivation is not. Instrumental and integrative motivation do not mediate the effects of initiating structure on students' English performance." (Igwe & Ligaya, 2025, p. 91)

" on the other hand, Mahendra et al. in (2022) elaborated that Integrative motivation is the individual effort of a person that wanted to learn the target language to facilitate communication with the target language community... Meanwhile, instrumental motivation is the individual interest of the learner in learning the target language which is associated with the utilitarian benefits of language proficiency, which include economic factor social factor and academic factor." (Mahendra et al., 2022, p. 55)

While some current research suggests a clear disagreement in learner attitudes—for instance, Fitriah and Ishlahiyah (2024) noticed that university students leaned significantly more toward instrumental motivation because of globalization and career pressures—the findings of the present study indicate a different trend. Specifically, the data collected here revealed no vital or statistically major difference between the instrumental and integrative motivations of the participants.

This lack of difference can be defended on the grounds that modern language learners no longer view practical value and cultural integration as mutually exclusive forces. Instead, in the current globalized educational landscape, achieving professional success (an instrumental goal) essentially requires a deep, communicative connection with the target language community (an integrative goal). Therefore, rather than one motivation dominating the other, the two forces coexist with equal weight, acting as simultaneous drivers for the participants in this specific context.

## Results and statistical analysis

### 1. Reliability Analysis:

Internal consistency was assessed using Cronbach's alpha. Both instrumental motivation and integrative scales demonstrated good reliability,  $\alpha = .84$ .

### 2. Demographic data:

The sample comprised 33 respondents, including 25 Libyan residents and 8 participants residing abroad. Ages ranged from 19 to 54 years ( $M \approx 35M$ ,  $SD=7.5$ ). English proficiency was intermediate for 60.5% of participants and advanced for 36.3% ( $n=12$ ).

### 3. Descriptive statistics:

Instrumental and integrative motivation scores were calculated as means for each participant, followed by overall group means and standard deviations. Differences between groups and motivation types were assessed using the Mann-Whitney U test for independent samples. Libyan residents scored  $M=1.7(SD=0.59)$  on instrumental motivation and  $M=1.73(SD=0.53)$  on integrative motivation. In contrast, the immigrant group scored  $M=1.95(SD=0.94)$  on instrumental motivation and  $M=1.84(SD=0.94)$  on integrative motivation. No significant differences emerged between groups or between motivation types within either group. Given the 6-point Likert scale, these low means (all below 2) indicate limited instrumental and integrative motivation to learn English among the Libyan participants.

**Table 1.** Means and Standard Deviations for Motivation Types by Group

Group	Instrumental (M±SD)	Integrative (M±SD)
Libyan Residents	1.7 ± 0.59	1.73 ± 0.53
Immigrants	1.95 ± 0.94	1.84 ± 0.94
Total	1.77 ± 0.69	1.76 ± 0.64

Descriptive statistics were calculated to compare instrumental and integrative motivation between students from Libya and immigrant students.

The results indicated that immigrant students showed slightly higher mean scores in both types of motivation. For instrumental motivation, immigrant students ( $M = 1.95$ ,  $SD = 0.96$ ) had a higher mean score than Libyan students ( $M = 1.70$ ,  $SD = 0.59$ ). Similarly, for integrative motivation, immigrant students ( $M = 1.84$ ,  $SD = 0.94$ ) scored slightly higher than Libyan students ( $M = 1.73$ ,  $SD = 0.53$ ). The overall mean scores for the total sample were  $M = 1.77$  ( $SD = 0.69$ ) for instrumental motivation and  $M = 1.76$  ( $SD = 0.64$ ) for integrative motivation.

**Table 1:** Means and standard deviations for the participants' instrumental and integrative motivation among Libyan citizens and Immigrants.

Country		Instrumental Motivation	Integrative Motivation
Libya	Mean	1.7	1.73
	Std. Deviation	.59	.53
Immigrants	Mean	1.95	1.84
	Std. Deviation	.96	.94
Total	Mean	1.7727	1.7576
	Std. Deviation	.69199	.64039

## 4. Comparison of Instrumental and Integrative Motivation

A **paired-samples t-test** was conducted to examine whether there was a significant difference between the two types of motivation measured in the study (Instrumental Motivation and Integrative Motivation).

Descriptive statistics indicated that the mean score for Instrumental Motivation ( $M = 1.77$ ,  $SD = 0.69$ ) was very similar to the mean score for Integrative Motivation ( $M = 1.76$ ,  $SD = 0.64$ ). The correlation between the two motivation types was strong and statistically significant ( $r = .85$ ,  $p < .001$ ), indicating that participants who scored higher on one motivation type also tended to score higher on the other.

The paired-samples t-test revealed that the difference between the two motivation types was not statistically significant,  $t(32) = 0.24$ ,  $p = .813$ . The mean difference between the two scores was very small ( $M = 0.02$ ), and the 95% confidence interval for the difference ranged from  $-0.11$  to  $0.14$ , indicating that the true difference between the two motivation types may be negligible.

These results suggest that participants in this study demonstrated similar levels of instrumental Motivation and integrative Motivation, with no meaningful statistical difference between them. A paired-samples t-test indicated no significant difference between Motivation Type A ( $M = 1.77$ ,  $SD = 0.69$ ) and Motivation Type B ( $M = 1.76$ ,  $SD = 0.64$ ),  $t(32) = 0.24$ ,  $p = .813$ ,  $d = 0.04$ . The correlation between the two motivation scales was strong and statistically significant ( $r = .85$ ,  $p < .001$ ).

**Table 2: Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Instrumental Motivation - Integrative Motivation	.01515	.36441	.06344	-.11406	.14436	.239	32	.813

**Table 3: Paired Samples Correlations**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Instrumental Motivation Integrative Motivation	33	.853	.000

**Table 4:** the frequency and percentage of the responses for the items of the questionnaire for both groups.

Item	Libyan resident		Immigrants		Total
	Frequency	Percent	Frequency	Percent	
<b>Level of English proficiency.</b>					
Beginner	1	4%	0	0	1
Intermediate	15	60%	5	62.5%	20
Advance	9	36%	3	37.5%	12
Total	25		8		33
<b>Learning English is important for my future career</b>					
Strongly Agree	19	76%	3	37.5%	22
Agree	5	20%	4	50%	9
Neutral	0	0	1	12.5%	1
Strongly Disagree	1	4%	0	0	1
Total	25	100%	8	100%	33
<b>I am motivated to learn English to pass exams (e.g., TOEFL, IELTS).</b>					
Strongly Agree	13	52%	3	37.5%	16
Agree	6	24%	2	25%	8
Neutral	4	16%	2	25%	5
Disagree	2	8%	1	12.5%	3
<b>Learning English will help me achieve my personal goals</b>					
Strongly Agree	10	40%	2	25%	12
Agree	14	56%	4	50%	18
Neutral	1	4%	1	12.5%	2
Strongly Disagree	0		1	12.5%	1
	25		8		33
<b>I practice English regularly for practical purposes.</b>					
Strongly Agree	8	32%	3	37.5%	11
Agree	8	32%	3	37.5%	11
Neutral	6	24%	1	12.5%	7
Disagree	3	12%	0	0	3
Strongly Disagree	0	0	1	12.5%	1
<b>My main practical reason for learning English is International Communication for work.</b>					
Strongly Agree	10	40%	4	50%	14
Agree	11	44%	3	37.5%	14
Neutral	0	0	1	12.5%	1
Disagree	4	16%	0	0	4
<b>I would continue learning English mainly because it's necessary for my future plans.</b>					
Strongly Agree	15	60%	5	62.5%	20
Agree	10	40%	1	12.5%	11
Neutral	0	0	1	12.5%	1
Strongly Disagree	0	0	1	12.5%	1
<b>I enjoy learning English to communicate with people from others countries.</b>					
Strongly Agree	11	44%	5	62.5%	16
Agree	8	32%	2	25%	10

Neutral	5	20%	0	0	5
Disagree	1	4%	0	0	1
Strongly Disagree	0	0	1	12.5%	1
<b>I am interested in English-Speaking cultures (Movies, Music, Literature, Traditions).</b>					
Strongly Agree	10	40%	4	50%	14
Agree	12	48%	2	25%	14
Neutral	3	12%	2	25%	5
<b>I am motivated to improve my English to understand and interact with people from other countries.</b>					
Strongly Agree	14	56%	4	50.5	18
Agree	7	28%	3	37.5%	10
Neutral	4	16%	0	0	4
Strongly Disagree	0	0	1	12.55	1
<b>I learn English because i want to be part of the global community.</b>					
Strongly Agree	6	24%	3	37.5%	9
Agree	14	56%	1	12.5%	15
Neutral	3	12.5%	2	25%	5
Disagree	2	8%	1	12.5%	3
Strongly Disagree	0	0	1	12.5%	1
<b>When learning English, I enjoy activities that involve cultural exchange or international communication.</b>					
Strongly Agree	9	36%	3	37.5%	12
Agree	12	48%	4	50%	16
Neutral	2	8%	0	0	2
Disagree	2	8%	1	12.55	3
<b>Learning English helps me feel confident in international social settings.</b>					
Strongly Agree	16	64%	5	62.5%	21
Agree	7	28%	2	25%	9
Neutral	2	8%	1	12.5%	3

### Statistical Analysis:

The IBM SPSS Statistics (version 25) system was used for data analysis. The Cronbach coefficients for both constructs were calculated to assess the internal consistency of the motivation scales. Participants' responses to the questionnaire items assessing instrumental and integrative motivation were summarized using descriptive statistics such as frequency, percentage, range and standard deviation. The scores of items corresponding to each construct were averaged to produce composite indices for both integrative and instrumental reasoning. Further statistical analysis was then carried out with these composite scores. Since the data was ordinal and the sample size of one group was relatively small, the Mann-Whitney U test was used to determine whether there was a difference in motivation between Libyan and immigrant students.

A paired t-test was used to compare instrumental and integrative levels of motivation in the same subjects. This test determines whether the average difference between two related variables is statistically significant. The correlation analysis was done to investigate the

relationship between the two types of motivation. In addition, the relationship between motivation and English proficiency was examined using Spearman's rank order correlation, which is appropriate for ordinal data. This analysis assesses the direction and strength of the association between instrumental and integrative motivation scores in the same subjects. All Results considered statistically significant with a  $p$ -value < .05.

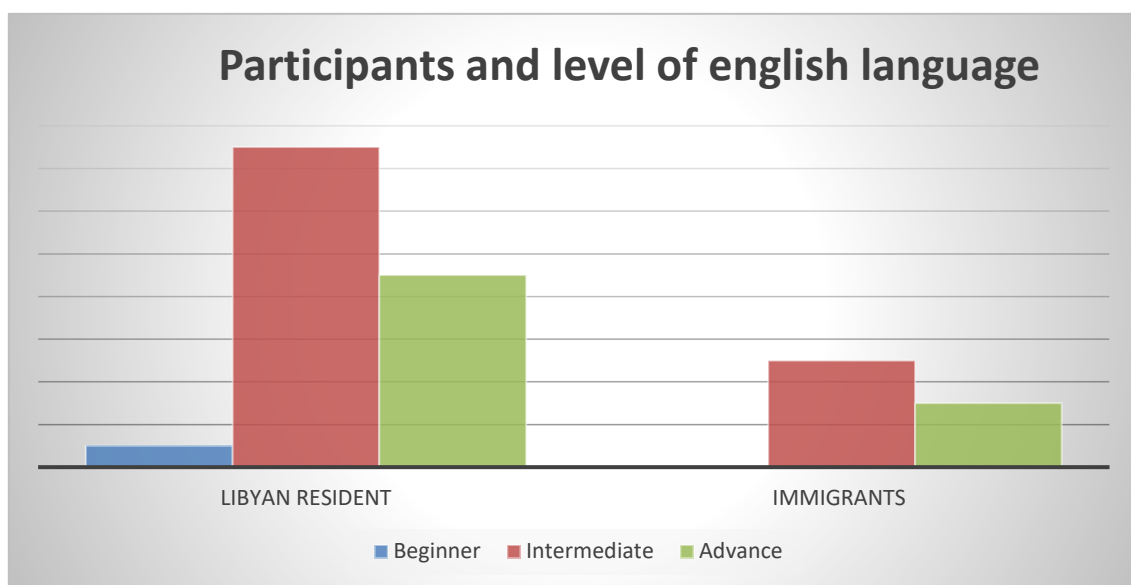
## Results

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Internal consistency was assessed using Cronbach's alpha. Both instrumental motivation and integrative scales demonstrated good reliability,  $\alpha = .84$ .

### 2. Demographic data:

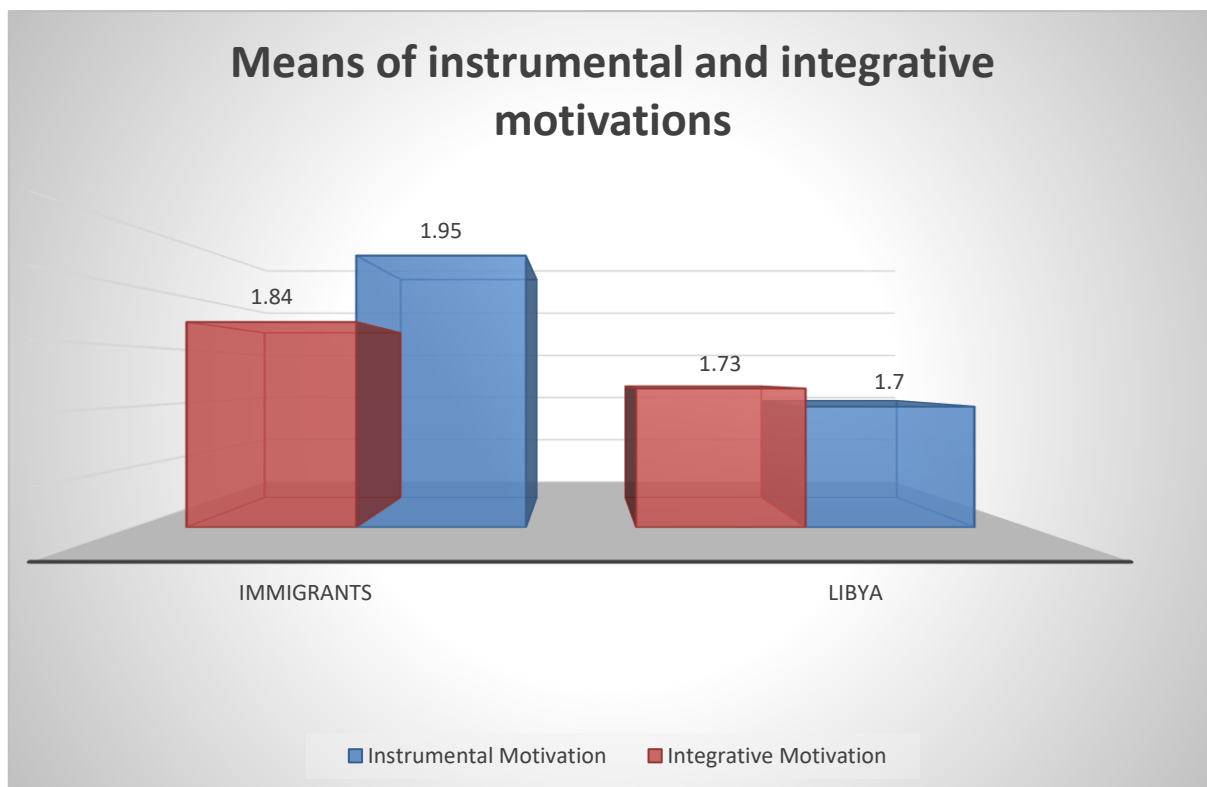
The sample comprised 33 respondents, including 25 Libyan residents and 8 participants residing abroad. Ages ranged from 19 to 54 years ( $M \approx 35M$ ,  $SD = 7.5$ ). English proficiency was intermediate for 60.5% of participants and advanced for 36.3% ( $n = 12$ ).



**Figure 1:** the distribution of participants according to the level of english language and the country.

### 3. Descriptive statistics:

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**Figure 2:** Bar chart illustrates the Means of instrumental and integrative motivations scores among the participants who lived in Libya and participants who lived abroad.

#### 4. Comparison of Instrumental and Integrative Motivation

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The paired-samples t-test revealed that the difference between the two motivation types was not statistically significant,  $t(32) = 0.24$ ,  $p = .813$ . The mean difference between the two scores was very small ( $M = 0.02$ ), and the 95% confidence interval for the difference ranged from  $-0.11$  to  $0.14$ , indicating that the true difference between the two motivation types may be negligible.

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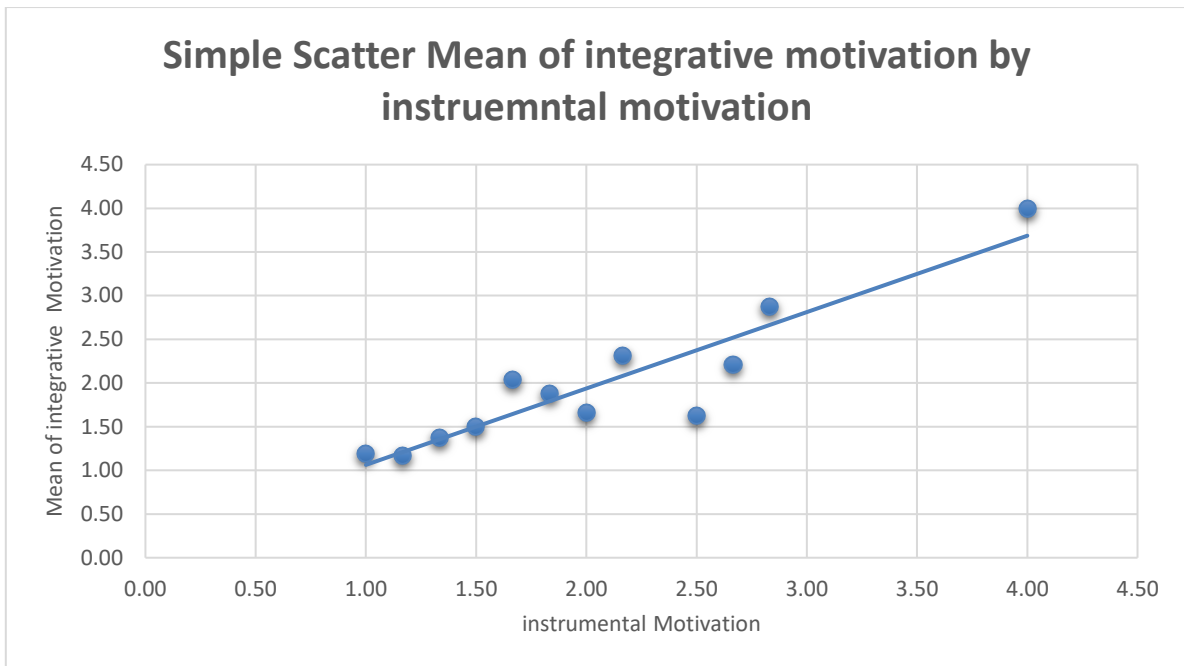


Figure 3: A simple scatter plot illustrates a strong correlation (upward trend) between the instrumental and integrative motivations.  $r = .85$ ,  $P \text{ value} = .000$

## Discussion

Reliability and Sample Overview illustrates that This research used the Cranach's alpha coefficient to make sure that the questionnaire was a reliable tool designed for measuring motivation. The effect indicated a high inner reliability ( $\alpha = .84$ ), presenting that the elements successfully measured the intended constructs. The model that is constructed of 33 members, with a predominance (75.7%) being Libyan inhabitants and a smaller group (24.2%) residing abroad. Most members classified their English proficiency as intermediate (60.5%) or advanced (36.3%). Comparison of Motivation Types finds out One of the most significant findings is the consistent percentage between Instrumental Motivation (learning for realistic needs like careers or exams) and Integrative Motivation (learning to attach with culture or the universal society). Statistical resemblance: A paired-samples t-test established there was no major difference between the two ( $p = .813$ ). Correlation : There was a strong, positive relation ( $r = .85$ ) between the two types of motivation. This indicates that for these learners, motivation is not "either-or." If a learner is extremely motivated to become skilled at English for their career, they are also greatly likely to be motivated by cultural interest. Comparing the Libyan inhabitants vs. Immigrants: The research was applied to learners whether living in Libya versus living abroad; this changed how students were motivated. The Immigrant boundary: fascinatingly, the immigrants class indicated to some extent higher scores for both instrumental ( $M = 1.95$ ) and integrative ( $M = 1.84$ ) motivation compared to Libyan residents ( $M = 1.7$  and  $M = 1.73$  respectively). No crucial distinction, regardless of these minor differences, the Mann-Whitney U test showed no statistically important distinction between the two groups ( $p > .05$ ). This indicates that geographic place did not basically change the level of motivation in this detailed sample. According to the Key Highlights from Item Analysis, Looking at the individual questionnaire items, we can see where the motivation is strongest: Career & Future: "Learning English is important for my future career" saw high agreement, with 87.8% of the total sample either agreeing or strongly agreeing. A significant majority (92%) agreed that English helps them feel confident in international social settings. While many participants This suggests that while participants value specific aspects of English (like careers), their overall

intensity of motivation across all surveyed areas remains relatively low.

### Conclusion

Motivation functions like the processor of learners, if a learner obtains a high motivation, regardless the type of motivation, he will show very successful learning results. Motivation has an affirmative impact on foreign language learners, since it has an enormous power that encourage the learners to learn a foreign language. Learners who has been involved in this research, and answered the questionnaire illustrate that they shared barely the same level of interest to learn a foreign language though they do not share the same type of motivation. All in all instrumental and integrative motivation showed no vital difference between them in the final results, this indicates that whatever the type of motivation is, certainly will influence positively in learning a foreign language, in addition both types are very important factor in learning a second language.

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