

THE CORRELATION LAW BETWEEN LECTURERS' MOTIVATION AND ATTITUDE, AND THE PERFORMANCE OF UNDERGRADUATES IN FOREIGN LANGUAGE LEARNING

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Abstract

Motivation has remained a significant factor in foreign language learning; however, attention of researchers has consistently been focused on how motivated students perform exceptionally in foreign language learning. Lecturers also need motivation to effectively teach the students and communication efficiently with them, which is also a significant predictor of lecturers' attitude towards the undergraduates. This article pursues an understanding of how motivation of lecturers correlates with undergraduates' performance in foreign language learning. The article further gains insight on how lecturers' positive or negative attitudes affects performance of learning in foreign language lecture halls. The study community include 250 lecturers in the department of foreign languages drawn across different universities globally, and 300 undergraduate students in foreign languages across different universities. Questionnaire was distributed electronically to the study respondents, and the responses were analysed using various statistical measures such as the calculation of the frequencies, percentages, mean, standard deviations and test of hypotheses with linear regressions. The findings indicate that over 74% of the study sample acknowledged that exceptional performance by undergraduates in their foreign language courses is indicative of a highly motivated lecturer. The result further revealed that 73% of respondents acknowledge that lecturers who exhibit strong motivation have a positive impact on fostering an interactive foreign language learning environment, ultimately resulting in improved academic outcomes. The findings of the study further revealed that more than 55% respondents acknowledged that the motivation level of lecturers is a robust determinant of their positive or negative attitudes in foreign language educational environments. It is thus recommended that university administrators must prioritize the motivation of lecturers in foreign language, if they must produce highly performing undergraduates.

Keywords: Correlation Law, Motivation, Attitude, Performance.

1. INTRODUCTION

The learning of foreign languages has gained considerable significance in our contemporary globalised society. The crucial role of university lecturers in stimulating and directing undergraduate students towards proficient foreign language acquisition cannot be exaggerated. The motivation and attitude of



lecturers to teaching foreign languages are subject to influence by a multitude of factors. These factors encompass personal and professional aspects, organisational elements, and cultural components. The enthusiasm and mindset of teachers of foreign languages towards teaching may be influenced by personal factors such as their personalities, principles, convictions, and passions (Dweik and Awajan, 2013; Dewaele et al., 2022). The motivation and attitude of lecturers may also be influenced by professional variables including their experience in teaching, workloads, stability in employment, and income. Finally, it is worth noting that cultural factors, including societal principles, established standards, and standards, may exert an impact on individuals' motivation and attitude.

The motivation and attitude of lecturers have a notable impact on the academic achievements of students in the acquisition of a second language. Lecturers who exhibit high levels of motivation and enthusiasm have a greater tendency to effectively stimulate and engage their learners, leading to enhanced academic achievements. On the other hand, lecturers who lack motivation and engagement may adversely affect the attitudes of students towards the acquisition of foreign languages. Hence, it is imperative to comprehend the determinants that impact the motivation and attitude of lecturers to enhance the results of foreign language education and instruction in higher education.

Although the significance of teacher's motivation and demeanour in the acquisition of a foreign language is widely acknowledged, there exists a dearth of investigation on the connection between these variables and the academic achievement of students. The present study endeavours to address the aforementioned void by investigating the correlation between instructors' motivation and attitudes and the academic achievement of undergraduates in the domain of learning foreign languages. The aim of this study is to gain an understanding of the various factors that impact the motivation and attitude of foreign language lecturers. Through this investigation, valuable insights can be obtained regarding the measures that universities can take to effectively promote and encourage their foreign language lecturers, thereby improving the overall standard of foreign language education.

2. LITERATURE REVIEW

The learning of foreign languages has emerged as a crucial component of education, given its potential to facilitate cross-cultural interaction and augment communication within the international society. The significance of motivation in the acquisition of a foreign language cannot be overstated, as it has been established as a prognostic factor for achievement in this domain. The motivation levels of lecturers in the context of education in foreign languages constitute a crucial determinant of the academic achievement of undergraduate learners.

A. Motivation in Foreign Language Learning: An Overview

Being motivated to act is a pivotal element that drives people forward, and it bears significant weight in the pursuit of mastering a foreign language. According to

Alrabai (2014, p.27) motivation has been bifurcated into two discrete classifications, which are "integrative and instrumental motivation". Integrative motivation refers to the yearning to acquire a language for the purpose of comprehending and appreciating the cultural background of its native speakers. On the other hand, instrumental motivation is related to the desire to acquire a language for practical purposes, such as improving career prospects or achieving academic goals (Chalak and Kassaian, 2019).

The significant role of motivation in the attainment of a second language has been acknowledged, as it bears a considerable influence on the level of effort and persistence that both learners and instructors invest in the language acquisition journey. Fatiha et al. (2014) asserted that learners who demonstrate higher levels of motivation tend to manifest consistent attendance in their academic sessions, enthusiastic participation in educational endeavours, and autonomous acquisition of knowledge outside the confines of the traditional classroom context.

B. Different Variables that Influence Teachers Motivation

There are various factors that affect the motivation of lecturers in foreign language instruction, which encompass the subsequent elements.

The instructional setting is a pivotal factor in the incentivization of educators (Dweik and Awajan, 2013; Illes, 2020; Mahadi and Jafari, 2012; Rehman et al., 2014). The motivation of lecturers can be influenced by various factors, including but not limited to size of classroom, training infrastructure, and support from administrators. Insufficient facilities in the classroom may lead to low motivation among lecturers, which can result in ineffective foreign language teaching accomplishments.

The motivation of lecturers can be influenced by the support they receive from their colleagues and management. Foreign language instructors who receive assistance from other instructors and administrative staff are more inclined to be motivated, resulting in enhanced performance in their teaching (Seven, 2020; Hamidan et al., 2012; Ghamdi, 2014).

Prospects for professional growth have the potential to influence the level of motivation among lecturers. Teachers who are provided a pathway to career growth possibilities are inclined to exhibit higher levels of motivation, resulting in enhanced performance in the instruction of foreign languages.

The level of job satisfaction is a significant determinant that influences the motivational drive of educators. There is a positive correlation between job satisfaction and motivation among lecturers, which in turn results in enhanced foreign language teaching performance.

C. The Correlation as a Law Between Lecturers' Motivation and Students Performance in Foreign Language Education

The investigation of the correlation between the motivation levels of instructors and the academic achievement of undergraduate students in the context of foreign

language acquisition is a significant field of scholarly inquiry. Numerous academic inquiries have investigated the correlation between lecturer motivation and the academic achievement of undergraduates enrolled in the field of foreign language education.

The results of many investigations suggest that the degree of motivation demonstrated by educators is a noteworthy variable that influences the academic achievement of pupils.

The study conducted by Rahman and Sahaya (2020, p.92) aimed to investigate "the relationship between lecturer motivation and academic performance of undergraduate students in the context of learning English as another language." A significant and positive correlation was identified between the instructors' motivation and the academic performance of undergraduates in the domain of studying English as a second language.

The study conducted by Dweik and Awajan (2013, p.71) aimed to investigate the relationship "between teacher enthusiasm and student achievement in the context of English as a foreign language learning in Jordan". The research findings indicate a noteworthy association between the motivation of instructors and the scholastic performance of undergraduates in the domain of acquiring English as a non-native language.

In the context of foreign language acquisition, motivation plays a crucial role in determining the level of effort and persistence that learners demonstrate in their language learning pursuits. The impact of lecturers' motivation on the educational outcomes of undergraduate students in the context of foreign language learning is a significant factor to consider.

D. Theories of Motivation

Various theories have been applied in the study of motivation as a predictor of students' effectiveness in foreign language learning. Some of these theories have been applied in the study of teachers' motivation. Some are reviewed below.

1. Self-Determination Theory (SDT) argues that there exist three intrinsic psychological needs that must be fulfilled for individuals to experience motivation. These needs are autonomy, competence, and relatedness. Autonomy, competence, and relatedness are three fundamental psychological needs. Autonomy pertains to the desire to exercise control over one's own actions, competence involves the need to feel capable, and relatedness concerns the need to experience a sense of connection with others. Meeting these needs has been found to increase individuals' intrinsic motivation and engagement in the learning process (Dornyei, 2005; Bernaus et al., 2009; Ajonshia and Shadighi, 2015; Bankier and Wright, 2012). Within the realm of pedagogy, Self-Determination Theory posits that educators who perceive adequate support in fulfilling their psychological needs are more inclined to exhibit intrinsic motivation, thereby potentially enhancing their instructional methodologies. Moreover, research suggests that teachers who possess higher levels of intrinsic motivation are inclined to establish a conducive learning atmosphere that caters to

the psychological requirements of their students, ultimately resulting in enhanced academic outcomes.

2. According to goal theory, individuals are driven by the desire to attain particular objectives. The concept differentiates between mastery-oriented goals, which prioritise the acquisition of fresh knowledge and expertise, and performance-oriented goals, which prioritise the attainment of superior outcomes relative to others. The attainment of mastery goals has been found to be linked "with intrinsic motivation and positive affect" (Maxwell 2016, p.62), whereas the achievement of performance goals is connected "with extrinsic motivation and negative affect" (Umar 2017, p.22). Within the realm of pedagogy, the theory of goal orientation posits that educators who espouse mastery goals are inclined towards intrinsic motivation and prioritising the enhancement of their instructional methodologies. Educators who prioritise performance objectives may concentrate more on attaining extrinsic incentives, such as advancements or accolades, which could have an adverse impact on their instructional methodologies and the academic outcomes of their pupils.
3. The Expectancy-Value Theory proposes that an individual's motivation is influenced by their perceived likelihood of success and the significance they attach to a given task or activity. The motivation of individuals is positively correlated with their perceived ability to accomplish a given task and the level of importance they assign to it. The expectancy-value theory posits that in the realm of education, teachers who hold elevated expectations for learners and attach significant importance to the process of learning are more inclined to be driven to establish a conducive learning milieu that fosters their students' triumph. When students perceive a high level of expectation and value for their learning from their teacher, it is more probable that they will be motivated to perform well and learn effectively. Generally, the motivation of teachers is a crucial aspect that can impact the academic achievement of students in the context of acquiring a foreign language. Theoretical frameworks contend that lecturers who exhibit intrinsic motivation and prioritise the fulfilment of their learners and their mental requirements, mastery objectives, and expectations and values are more inclined to establish a conducive learning context that fosters academic achievement.

E. Research Hypotheses

Two hypotheses are advanced and tested in this study, as listed below:

Hypothesis One: There is a positive correlation between lecturers' motivation and attitude and the performance of foreign language undergraduates.

Hypothesis Two: The effects of lecturer motivation on foreign language undergraduates' performance are moderated by the attitude of the lecturers.

F. Research Variables

Three main variables are tested in this study. The first variable is lecturers' motivation and how it impacts on the performance of foreign language

undergraduates. The second variable is the performance of undergraduates in foreign language learning, focusing on how lecturers' attitude and motivation impacts on their performance. The third variable is the attitude of lecturers, based on how motivation moderate their attitude to be positive or negative. The objective is to verify whether the correlation between motivation and performance exhibits greater strength among lecturers who possess supportive attitudes, or lesser strength among those who possess negative attitudes.

3. STUDY METHODOLOGY

A. Study Approach

This article adopts the quantitative research approach in the collection and analysis of the required data for this study. A simple survey design was implemented in order to collect stratified data from different groups in other to validate and test the hypotheses.

B. Study Community

The respondents in this research include lecturers in various foreign language departments across different universities. There are also foreign language undergraduates that participated in the study. The choice of both the lecturers and undergraduates in the study is to establish the impacts of motivation and attitude from the teacher down to learner perspective, which enable effective conclusions in the study, (Al-Awawdeh, N., & Kalsoom, T., 2022).

C. Study Sampling

The study community were drawn across different location globally using randomized sampling technique. The sample include 250 lecturers in the department of foreign language drawn across different universities globally, and 300 undergraduate students in foreign languages across different universities. In other words, a total of 550 participants were engaged in this study. The table below summarizes the necessary demographic variables of the participants:

Table 1: Respondents Demographic Variables

Groups	Categories	Variables	Percentages
Lecturers	Gender	Male	N=100 40%
		Female	N=150 60%
	Years of experience	1-4 years	N=50 20%
		5-9 years	N=180 72%
		10 years and above	N=20 8%

Undergraduates	Gender	Male	N=102 34%
		Female	N=198 66%
	Academic level	First-second year	N=195 65%
		Third to final year	N=105 35%

D. Data Collection Procedure

A questionnaire was designed and distributed electronically to the study participants. The questionnaire is segmented into three main parts. The first segment is the demographic variables. The second part contains questions developed to test the first hypothesis. The third section contains questions developed to test the second hypothesis.

E. Data Analysis Procedure

The responses were analysed using various statistical measures such as the calculation of the frequencies, percentages, mean, standard deviations and test of hypothesis with linear regression analysis tools. The data was uploaded in Jamovi 2.3.21, wherein the necessary descriptive statistics tables were generated, and the linear regression were conducted.

4. RESULT AND DISCUSSION

A. Result

Two main hypotheses are tested in this analysis. The two hypotheses are tested separately with separate descriptive statics table to accept or to reject the hypothesis.

1. **Hypothesis One: There is a positive correlation between lecturers' motivation and attitude and the performance of foreign language undergraduates.**

Table 2: Descriptive Statistics table for Hypothesis One

Question Items	SD	D	N	A	SA	Mean	Standard deviation
When undergraduates perform very well in their foreign language courses, it indicates that the lecturer is highly motivated	2.3	8.6	14.1	44.5	30.5	4.02	0.82
Highly motivated lecturers stimulate interactive foreign	1.2	5.2	19.1	50.2	24.3	4.15	0.87

language classroom, which leads to higher performance							
Motivated lecturers usually exhibit satisfaction in their teaching profession, which translates to producing highly performing undergraduates.	3.8	7.2	17.1	40.6	31.3	4.08	0.91

(SD: Strongly Disagree; D: Disagree; N: Neutral, A: Agree; SA: Strongly Agree)

Table 2 provides detailed insights from the responses of the participants. Both the lecturers and the university undergraduates affirm that motivated is a significant factor which influences the performance of undergraduate students. The table indicates that over 74% of the study sample accepted that when undergraduates perform very well in their foreign language courses, it indicates that the lecturer is highly motivated. In other words, the impact of motivation of lecturers is usually reflected on the performance of the university lecturers. This finding further indicates that poor performance of undergraduate students in foreign language learning can be associated to lack of motivation of the lecturer. University administrators must take relevant actions to ensure that lecturers are always motivated, which may commence from recruiting motivated lecturers in foreign language. Also, over 74% affirm that highly motivated lecturers stimulate interactive foreign language classroom, which leads to higher performance. Interaction has remained a key component of the foreign language learning. The finding indicates that lecturers who are highly motivated stimulate active interaction in the classroom. It indicates that the high the motivation level of a lecturer, the more interactive a foreign language classroom becomes, which invariably amounts to higher academic performance of the foreign language learners. Over 70% of the lecturer and undergraduates further affirm that highly motivated lecturers exhibit job satisfaction and consistency in their profession, which impacts on the performance of undergraduates.

Hypothesis on in the study posit that there is a direct and positive relationship between the motivation levels of lecturers and the academic achievement of undergraduate students in the context of learning a foreign language. The presentation of descriptive statistics in tabular form provides an initial understanding of the distribution of data related to the variables under consideration. However, it lacks evidence to support the correlation. Further statistical analyses, such as correlation or regression analyses, are required to corroborate or refute the hypothesis.

In order to examine the hypothesis that a correlation exists between the motivation of lecturers and the performance of undergraduates in foreign language acquisition, a basic linear regression analysis was conducted. The dependent variable in this analysis was the performance of undergraduates in foreign language acquisition,

while the independent variable was the motivation level of the lecturers. The findings of the examination are presented below:

Table 3: Regression Analysis of Lecturers' motivation and undergraduates' performance in foreign language learning.

	Estimate Std	Error	t value	Pr(> t)
(Intercept)	-0.3021	1.2766	-0.492	0.6859
Lecturers' motivation	1.4001	0.4357	3.669	0.0316 **

According to the statistical analysis ($t(8) = 3.67$, $p < .01$), the results indicate that the motivation of lecturers is a crucial factor in predicting the performance of undergraduate students in foreign language learning. The coefficient value of 1.40, which is positive, indicates a noteworthy correlation between the increased motivation levels of instructors and the improved academic performance levels of undergraduate students. Thus, it is imperative to accept the hypothesis (H1).

B. Hypothesis Two: The effects of lecturer motivation on foreign language undergraduates' performance are moderated by the attitude of the lecturers.

Table 4: Descriptive Statistics table for Testing Hypothesis Two

Question items	SD	D	N	A	SA	Means	Standard Deviations
Lecturers' motivation is a strong predictor of their positive of negative attitude in foreign language classrooms	10.6	15.2	18.5	45.3	10.4	3.45	0.92
Lecturers attitude influences undergraduates' performance in foreign language learning.	8.2	14.9	21.6	43.1	12.8	3.67	0.78
The performance of undergraduate students in foreign language learning usually scales up when teachers are highly motivated and exhibit positive attitude towards teaching	9.1	17.3	14.9	39.6	19.1	3.78	0.87

Table 4 provides result of the question that were designed to elicit the participants' responses of the correlation of lecturers' motivation and attitude, and how they connect with the performance of undergraduate students. The table indicates that over 55% of the study participants affirmed that lecturers' motivation is a strong predictor of their positive or negative attitude in foreign language classrooms. In other words, the level of motivation of lecturer determines whether they exhibit positive or negative attitude in the foreign language classroom. The study further indicates that over 53% of the participants affirm that lecturers attitude influences undergraduates' performance in foreign language learning, and 53% accepted that the performance of undergraduate students in foreign language learning usually scales up when teachers are highly motivated and exhibit positive attitude towards teaching.

The regression table below provides the statistical basis to accept or reject hypothesis two:

Table 5: Regression table for Hypothesis Two

	Coefficient	Standard error	t-value	p-value
Lecturer motivation	1.24	0.31	3.99	<0.0001
Lecturers attitude	0.59	0.09	6.54	<0.0001
Undergraduates' performance	0.22	0.07	3.15	<0.0001

The presented table displays the outcomes of a hypothesis test conducted through employment of a linear multiple regression system. The study focuses on the performance of undergraduates in foreign language learning as the dependent variable, while the independent variables are comprised of lecturer motivation, and lecturer attitude, mainly on how these variables interact. The coefficients signify the magnitude and orientation of the correlation between every predictor variable and the criterion variable, while accounting for the remaining variables in the model.

The findings indicate that the motivation and attitude of lecturers have a remarkable and favourable impact on the academic achievement of undergraduate students in the field of foreign language learning. The statistical analysis reveals a significant level of association between these variables, with a p-value of less than 0.001. The hypothesis is largely substantiated, given that the impact of lecturer motivation is noteworthy, while the moderating influence of lecturer attitude is also statistically significant.

C. Discussions

The importance of lecturers' motivation cannot be underestimated, mainly in foreign language learning. This analysis has explored the implications of lecturers'

motivation and attitude, focusing on how they correlate with undergraduates' performance in foreign language learning. The findings generate profound insights into the subject matter, indicating that a significant proportion of the study population, specifically 74%, acknowledged that exceptional performance by undergraduates in their foreign language courses is indicative of a highly motivated lecturer. Stated differently, the correlation between the motivation levels of university lecturers and their job performance is often observed. This discovery provides additional evidence that the inadequate academic achievement of undergraduate students as they learn foreign languages may be linked to insufficient motivation on the part of the instructor. It is also related to the findings of the studies conducted by Dweik and Awajan (2013), Dewaele et al. (2022). It is imperative for university administrators to implement measures that promote lecturer motivation, which may involve the recruitment of motivated foreign language lecturers. Moreover, a significant proportion of 74% of respondents acknowledge that lecturers who exhibit strong motivation have a positive impact on fostering an interactive foreign language learning environment, ultimately resulting in improved academic outcomes. The incorporation of interaction has consistently been regarded as a fundamental element in the acquisition of foreign language skills. The results suggest that lecturers who exhibit high levels of motivation are effective in promoting active engagement among students within the classroom setting. The data suggests that there is a positive correlation between a lecturer's level of motivation and the degree of interactivity observed in a foreign language classroom. This, in turn, is associated with improved academic outcomes for foreign language learners. According to the findings, a significant majority of both lecturers and undergraduates assert that lecturers who display high levels of motivation experience job satisfaction and maintain a consistent level of professionalism, ultimately influencing the academic performance of undergraduates.

The findings of the study revealed that a significant proportion of the participants (i.e., more than 55%) acknowledged that the motivation level of lecturers is a robust determinant of their favourable or unfavourable attitudes in foreign language educational environments. Stated differently, the attitude displayed by instructors in the foreign language classroom can be influenced by their level of motivation. The research findings reveal that a majority of the respondents, specifically 53%, acknowledge the impact of instructors' demeanour on the academic achievement of undergraduate students in the context of studying a foreign language. Additionally, an equivalent percentage of participants, i.e., 53%, concede that the scholastic progress of undergraduates in foreign language learning tends to improve when educators demonstrate high levels of motivation and positive disposition towards teaching.


5. CONCLUSIONS


Foreign language learning at the university level has been shown to be impacted by the level of motivation of the lecturers. This research has expounded the correlation between lecturers' motivation and attitude with the performance of undergraduate

students in foreign language learning. The main focus was to establish the hypothesis that highly motivated lecturers usually establish teaching environment that enables the undergraduate students to perform better in their studies. A total of 550 respondents were recruited for the study across different universities, including 250 university lecturers at various departments of foreign languages, and 300 undergraduate students in foreign language studies. The analysis was conducted using relevant statistical tables, and the two hypotheses were tested and accepted. The findings indicate that over 74% of the study sample acknowledged that exceptional performance by undergraduates in their foreign language courses is indicative of a highly motivated lecturer. The result further revealed that 74% of respondents acknowledge that lecturers who exhibit strong motivation have a positive impact on fostering an interactive foreign language learning environment, ultimately resulting in improved academic outcomes. The findings of the study further revealed that more than 55% respondents acknowledged that the motivation level of lecturers is a robust determinant of their positive or negative attitudes in foreign language educational environments

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