
ATTITUDINAL FACTORS AND MOTIVATIONAL CATALYST: UNRAVELING THE ENGLISH AS A SECOND LANGUAGE (ESL) LEARNING

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Abstract

This study explores the interplay of attitudinal factors and motivational catalysts in the learning journey of English as a Second Language (ESL) students at Iloilo Science and Technology University – Miagao Campus. With a focus on first-year Bachelor of Secondary Education (BSED) English majors, it examines the roles of attitudes toward the target language, learning context, and instrumental and integrative motivations. A descriptive-correlational approach was employed, utilizing validated questionnaires to assess these variables across demographic groups distinguished by sex and academic performance. Findings revealed no significant differences in attitudes based on sex or academic performance but highlighted a significant variance in integrative motivation by sex. A strong positive correlation was found between attitudinal factors and motivational catalysts. These results emphasize the need for educators and policymakers to consider these dimensions when designing ESL curricula and instructional strategies to optimize language learning outcomes.

Keywords: Attitudinal factors, ESL learning, Integrative motivation, Instrumental motivation, Motivational Catalyst.

INTRODUCTION

Background of the Study

English as a Second Language (ESL) education has become an integral part of global academic landscapes, as individuals seek proficiency in English to navigate an interconnected world. In this context, the success of ESL students is not only influenced by language acquisition but is also intricately tied to their differences in attitudinal and motivational factors. ESL students come from diverse linguistic backgrounds, and their experiences in learning English can be influenced by a variety of individual factors.

Attitudes toward the target language, such as perceptions of its uses, and overall appeal, can greatly impact the effectiveness of language learning. Additionally, motivational factors, including intrinsic and extrinsic motivations, self-efficacy beliefs, and personal goals, further contribute to the diverse trajectories of language acquisition among ESL learners. Individual variation in second language acquisition is the study of why some people learn a second language better than others. Unlike children who acquire a language, adults learning a second language rarely reach the same level of competence as native speakers of the said language. Although attitudes and motivation were not significantly related to students' school environment or learning experiences, the results indicated that the students' acquired attributes were affected by their innate attributes and socio-environmental backgrounds.

Attitudinal factors such as *Attitude toward the Target Language*, and *Attitude toward Learning* play a vital role in language learning (Garnder, 2008). Attitudes toward language learning play a significant role in determining the success of ESL students. Positive attitudes towards the target

language and the learning process can enhance motivation and engagement, while negative attitudes may act as barriers to effective language acquisition. Understanding the attitudinal factors that influence ESL students is crucial for creating effective teaching strategies. Exploring the attitudes of ESL students toward the English language and the learning process provides valuable insights into their learning journeys.

Motivation is a key determinant of language learning success. In the context of ESL, students may be motivated by various factors (Gardner and Lambert 1972) as cited by Ahmed (2015). Identifying and understanding these motivations can help educators tailor instructional approaches to better meet the needs of individual learners. Investigating the motivational factors affecting ESL students involves exploring both intrinsic and extrinsic motivators, such as personal interest, perceived relevance, future career prospects, and social integration. The journey of learning a second language, such as English, often involves a complex interplay of various motivational factors that drive learners towards their linguistic goals. Two primary types of motivation that significantly influence the acquisition of a second language are *instrumental motivation* and *integrative motivation*. Understanding these motivational types provides valuable insights into how learners approach and succeed in mastering English as a Second Language (ESL). Understanding what motivates ESL students can guide educators in designing instructional strategies that foster sustained engagement and commitment. Research in the field of second language acquisition suggests that both instrumental and integrative motivations play crucial roles in driving learners' efforts and success. However, their impact can vary based on individual learner profiles, contexts, and goals. Instrumental motivation might lead to rapid short-term gains due to clear, goal-oriented efforts. In contrast, *integrative motivation* often fosters deeper, long-term engagement with the language, leading to more sustainable and profound linguistic proficiency. In the context of ESL learning, recognizing and nurturing both types of motivation can create a more holistic and effective educational environment. Educators and policymakers can design curricula and learning experiences that cater to both practical needs and cultural interests, thereby enhancing learners' overall motivation and success in acquiring English. By exploring the nuances of instrumental and integrative motivation, we can better understand the diverse motivations of ESL learners and devise strategies that align with their unique aspirations, ultimately fostering a more inclusive and effective approach to language education.

Attitude and motivation are integral components of the language learning process. The attitudes that ESL students hold toward the English language, their learning environment, and their overall motivation to acquire language proficiency, significantly impact their learning outcomes.

Understanding the interplay of these attitudinal and motivational factors is essential for educators, curriculum designers, and policymakers aiming to create tailored and effective ESL programs. However, despite the growing recognition of the importance of ESL, there remains a gap in the literature regarding the specific attitudinal and motivational factors that significantly influence ESL students' language learning outcomes. The interplay between attitudes and motivational factors is influenced by the broader sociocultural context. Positive societal attitudes towards the target language and its speakers can enhance individual learners' motivation and engagement. The review of the literature underscores the importance of addressing both attitudinal factors and motivational catalysts in SLA. Educators and policymakers should focus on creating supportive learning environments that foster positive attitudes and strong motivation. By understanding and leveraging these factors, they can enhance the effectiveness of language teaching and learning.

This study seeks to address this gap by delving into the intricate web of individual differences within the ESL learning context. By exploring the attitudinal dimensions, such as the perceived relevance of English, cultural associations, and learner preferences, alongside motivational aspects like goal orientation, self-regulation, and intrinsic interest, the researchers aim to provide a nuanced understanding of the factors influencing ESL students' language proficiency.

LITERATURE REVIEW

Related Literature

Attitudinal factors and motivation are pivotal in the successful acquisition of a second language (Csizer & Dornyei, 2005; Getie, 2020). A positive attitude toward learning fosters proactive behaviors, with effective teaching methods and approaches playing a vital role in shaping such attitudes (Asghar et al., 2018). Motivation, comprising effort, desire, and a favorable attitude, drives learners to engage deeply with the target language, influencing their language proficiency (Dörnyei, 2003; Gardner, 2020).

Gardner's socio-educational model highlights two motivational orientations: integrative motivation, which involves a genuine interest in the target language community, and instrumental motivation, driven by practical benefits such as employment or academic success (Gardner, 2007; 2008). Both orientations contribute significantly to language learning outcomes, with integrative motivation often emerging as a stronger predictor of long-term success (Csizer & Dornyei, 2005). Studies have also shown that students with higher academic performance tend to exhibit more positive attitudes and stronger motivation, influenced by both their learning environment and individual factors such as gender and age (Williams, Burden, & Lanvers, 2002; Muhammed, 2017).

The dynamic relationship between attitudes and motivation underscores their mutual reinforcement in the language learning process. Positive attitudes toward the target language and its speakers correlate with higher motivation and better achievement, emphasizing the need for educators to cultivate favorable attitudes and motivational climates in the classroom (Gardner & Lambert, 1972; Masgoret & Gardner, 2023).

Intrinsic motivation, rooted in personal interest and enjoyment, alongside extrinsic motivation, driven by external rewards, significantly influences language proficiency (Noels et al., 2000). Sociocultural factors, such as gender roles and exposure to role models, further shape attitudes and motivation, with research suggesting that female students are often more motivated to learn foreign languages than their male counterparts (Akdemir, 2019). However, other studies argue that male students may outperform females in specific contexts, with childhood being identified as the optimal period for acquiring a second language due to cognitive flexibility and fewer psychological barriers (Muhammed, 2017; Asmali, 2017).

Moreover, globalization has amplified the relevance of English as a global language, enhancing both integrative and instrumental motivations across diverse learner contexts (Lamb, 2004). Exposure to the target language plays a crucial role in developing learners' linguistic competence, with increased exposure fostering more profound language experiences and positive attitudes (Ahmed, 2015).

In conclusion, the interplay between attitudinal factors and motivational catalysts is fundamental to second language acquisition. Positive attitudes, coupled with strong integrative and instrumental motivations, result in more effective and sustained language learning, highlighting the need for learner-centered approaches and supportive sociocultural frameworks.

RESEARCH DESIGN AND METHODOLOGY

Research Design

This study focused on the attitudinal factors and motivational catalysts of the ESL learning of BSED English majors of Iloilo Science and Technology University – Miagao Campus. This is a descriptive - correlational quantitative research. Quantitative research is the process of collecting and analyzing numerical data to describe, predict, or control variables of interest (Fraenkel and Wallen, 2010). The type of research helped to test the causal relationships between variables, making predictions, and generalizing results to wider populations.

Respondents

The respondents of this study were the first-year BSED English majors of ISAT U MC. It is with the notion that as first-year students, identifying their attitudinal barriers and motivational catalyst in pursuing their chosen degree, gives a clearer and better input to the administration, English Division, and English faculty on how to deliver an effective and efficient curriculum for English majors. Purposive sampling was used in choosing the said respondents. The distribution of the respondents is presented below:

Table 1. Distribution of the respondents as to variables

Variables		Frequency	Percent
Sex	Male	6	20
	Female	24	80
Academic Performance	Excellent	2	6.7
	Very Satisfactory	28	93.3
As a whole		30	100

Materials and Instrumentation

The instrument of the study has three parts: part 1 consists of questions on the personal information of the respondents; Part 2 is a researcher-made questionnaire on attitudinal barriers or factors that contribute to the individual differences of ESL learners consisting of 15 items and Part 3 was all about motivational catalyst or factors that contribute to the ESL learning, also of 15 items. The said instrument has undergone content validation by some chosen panel of experts. Participation levels were used to evaluate responses to survey items, with the following assigned points for positive statements on a 5-point Likert Scale:

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

For the opposite, the ranges were as follows:

Strongly Agree	0– 1.00
Agree	1.01–2.00
Neutral	2.01–3.00
Disagree	3.00–4.00
Strongly Disagree	4.00-5.00

Data Gathering Procedures

The researchers sent a letter to the Campus Administrator of Iloilo Science and Technology University Miagao Campus asking permission to conduct the study. After the request was approved, the validated survey questionnaire or instrument was conducted among the chosen respondents who were purposely chosen. The data collection was done after a couple of days. After this, the results were collected and tallied using the SPSS. For the Academic Performance of the respondents, a letter asking permission for the retrieval of data from the Registrar's Office was done. The respondents were assured that their answers would be kept confidential. Respondents' academic performance was categorized based on the revised criteria for the Grading System as published in the Undergraduate Student Handbook Revised Edition (2018).

Data Gathering Techniques

For descriptive data analysis, the researchers used Mean, Standard Deviation, Frequency, and Percentage to analyze the data gathered from the survey. Mann-Whitney U Test for correlation was used to establish the correlation between attitudinal factors and motivational catalysts. A 5-point Likert scale was used to determine the range of the respondents' attitudinal factors and motivational catalysts.

RESULTS AND DISCUSSIONS

Data Analysis

Quantitative analyses were performed on the collected data. Descriptive statistics and correlations were used to determine a statistically significant relationship between the variables and the students' attitudes and motivation at the .05 level of significance. Furthermore, a simple descriptive statistic table was employed to determine whether the participants' scores predicted their differences. The data gathered from the respondents was presented, analyzed, interpreted, and subjected to statistical treatment.

Descriptive Analysis

Table 2. The Attitudinal Factors that Contribute to ESL Learning when Respondents were taken as a whole, and when grouped According to Sex and Academic Performance in Terms of Attitude toward the Target Language and Learning Context.

Variables	Attitudinal Factors Contributing to ESL	Mean	Std. Deviation	Description
Sex				
Male	Target Language	4.53	0.39	Excellent Attitude
	Learning Context	4.17	0.35	Good Attitude
Female	Target Language	4.33	0.51	Excellent Attitude
	Learning Context	4.09	0.37	Good Attitude
Academic Performance				
Very Satisfactory Group	Target Language	4.39	0.49	Excellent Attitude
	Learning Context	4.11	0.36	Good Attitude
Excellent Group	Target Language	4.17	0.71	Good Attitude
	Learning Context	4.11	0.47	Good Attitude
As a whole	Target Language	4.37	0.49	Excellent Attitude
	Learning Context	4.11	0.36	Good Attitude

Table 2 shows the attitudinal factors that contribute to ESL learning when the respondents were taken as a whole and when grouped according to sex and academic performance in terms of attitude toward the target language and learning context. The table revealed that for male learners, the *mean score* for their attitude towards the target language is 4.53 with a *standard deviation* of 0.39, and for the learning context, the *mean score* is 4.17 with a *standard deviation* of 0.35. These scores indicated that male learners have an excellent attitude towards the target language and a good attitude towards the learning context, with relatively low variability, especially in their attitude towards the learning context. Meanwhile, for the female learners, the *mean score* for their attitude towards the target language is 4.33 with a *standard deviation* of 0.51, and for the learning context, the *mean score* is 4.09 with a *standard deviation* of 0.37. These scores suggested that female learners also have an excellent attitude towards the target language and a good attitude towards the learning context but with slightly higher variability compared to male learners. When considering academic performance, the *mean score* for their attitude towards the target language is 4.39 with a *standard deviation* of 0.49, and for the learning context, the *mean score* is 4.11 with a *standard deviation* of 0.36. These scores were categorized as excellent for the target language and good for the learning context, indicating that students in this group have a highly positive attitude towards both aspects, with moderate variability. Meanwhile, the *mean score* for their attitude towards the target language is 4.17 with a *standard deviation* of 0.71, and for the learning context, the *mean score* is 4.11 with a *standard deviation* of 0.47. These scores were categorized as good, indicating that students in this group have a positive attitude toward both aspects, although with higher variability, particularly in their attitude toward the target language.

The combined *mean score* for attitude towards the target language is 4.37 with a *standard deviation* of 0.49, and for the learning context, the *mean score* is 4.11 with a *standard deviation* of 0.36. These overall scores were categorized as excellent for the target language and good for the learning context, reflecting that, on average, students have a highly positive attitude towards the target language and a positive attitude towards the learning context, with moderate consistency across the entire sample.

In summary, the analysis reveals that both male and female learners exhibit excellent attitudes towards the target language, though male learners show slightly higher consistency. Female learners and students with excellent academic performance exhibit more variability in their attitudes. Overall, students demonstrate an excellent attitude towards the target language and a good attitude

towards the learning context, highlighting the importance of both aspects in their ESL learning experience.

These findings suggested that male learners and students with Very Satisfactory Academic Performance exhibit higher and more excellent attitudes toward ESL learning. In contrast, female learners and students in the Excellent Academic Performance Group show good attitudes but with slightly lower mean scores. This data highlights the importance of recognizing and addressing varying attitudes towards ESL learning across different demographic and performance groups to optimize language learning strategies and outcomes.

This study aligns with a related study by Williams, Burden, and Lanvers (2002) that closely examines the factors influencing motivation and attitudes in language learning, specifically focusing on how these factors vary across different demographic groups. The research highlights the role of individual differences, including sex and academic performance, in shaping students' attitudes towards language learning.

The study found that male students often reported higher levels of Intrinsic Motivation and positive attitudes towards learning a new language, aligning with the observation that male students with Excellent Academic Performance show more positive attitudes towards the target language and learning context. Students with higher academic performance demonstrated more positive attitudes towards language learning. This is consistent with the findings that male students with Excellent Academic Performance exhibit more positive attitudes toward both the Target Language and Learning Context. The research supported the idea that students' attitudes toward the Target Language tend to be slightly more positive than their attitudes toward the Learning Context. This study suggested that, while students may value learning a new language, the environments and methods used to teach the language, can significantly impact their overall motivation and attitudes.

The study by Williams, Burden, and Lanvers (2002) underscores the importance of considering individual differences in motivation and attitudes when designing ESL programs, echoing the findings that sex and academic performance play crucial roles in shaping these attitudes.

Table 3. Motivational catalyst contributing to ESL learning when respondents are taken as a whole and when grouped according to sex and academic performance in terms of instrumental and integrative motivation

Variables	Motivational Catalyst Contributing to ESL	Mean	Std. Deviation	Description
Sex				
Male	Instrumental	4.26	0.43	Excellent Motivational Catalyst
	Integrative	4.39	0.31	Excellent Motivational Catalyst
Female	Instrumental	3.96	0.40	Good Motivational Catalyst
	Integrative	4.04	0.34	Good Motivational Catalyst
Academic Performance				
Very Satisfactory Group	Instrumental	4.01	0.40	Good Motivational Catalyst
	Integrative	4.11	0.35	Good Motivational Catalyst
Excellent Group	Instrumental	4.17	0.86	Good Motivational Catalyst
	Integrative	4.17	0.71	Good Motivational Catalyst
As a whole	Instrumental	4.02	0.42	Good Motivational Catalyst
	Integrative	4.11	0.36	Good Motivational Catalyst

	Good Motivational Catalyst
	Good Motivational Catalyst
	Good Motivational Catalyst

Table 3 shows the motivational catalysts that contribute to ESL learning when respondents were taken as a whole and when grouped according to sex and academic performance in terms of Instrumental and Integrative Motivations. The table revealed that for male learners, the *mean score* for Instrumental Motivation is 4.26 with a *standard deviation* of 0.43, and for Integrative Motivation, it is 4.39 with a *standard deviation* of 0.31. Both scores were Excellent Motivational Catalyst, indicating strong motivational factors with relatively low variability, particularly in Integrative Motivation.

In contrast, female learners exhibited lower mean scores for both Instrumental (3.96) and Integrative (4.04) Motivations, with *standard deviations* of 0.40 and 0.34, respectively. These scores suggested good motivation but were slightly lower compared to their male counterparts, with moderate consistency in their responses. When considering academic performance, students in the Very Satisfactory Group have mean scores of 4.01 for Instrumental Motivation and 4.11 for Integrative Motivation, with *standard deviations* of 0.40 and 0.35, respectively. These scores were categorized as Good Motivational Catalyst, indicating effective motivation with moderate variability.

Meanwhile, students in the Excellent Group Academic Performance had identical *mean scores* of 4.17 for both Instrumental and Integrative Motivations, with higher variability reflected in *standard deviations* of 0.86 and 0.71, respectively.

These scores indicate a Good Motivational Catalyst but with higher variability among responses.

In conclusion, the combined data shows Instrumental Motivation with *mean scores* of 4.02 and 4.11 for Integrative motivation, with *standard deviations* of 0.42 and 0.38, respectively. These overall scores suggested that Integrative Motivation is generally excellent across the board, while instrumental motivation remains good with relatively low variability.

These findings suggested that male learners and Integrative Motivation play a more significant role in contributing to ESL learning. Female learners and students with Very Satisfactory Academic Performance exhibit good motivational factors, which reflect room for improvement for female learners towards their ESL. The higher variability in the Excellent Academic Performance Group suggested diverse motivational levels within this group. Recognizing these differences can help tailor motivational strategies to enhance ESL learning outcomes for all groups.

The result of the study is in contrast with the conducted research of Yee Hong and Malini Ganapathy (2017) explored the roles of Instrumental and Integrative Motivation in ESL learning among students in a Chinese school in Penang. This qualitative case study revealed that students exhibited stronger Instrumental Motivation compared to Integrative Motivation. Practical reasons such as career advancement and educational opportunities were more significant motivators than personal growth and cultural integration. Additionally, the study highlighted vocabulary and grammar as major challenges affecting students' motivation and overall language proficiency.

Inferential Analysis

Table 4. Significant difference in the attitudinal factors that contribute to ESL learning when respondents are grouped according to sex and academic performance

Significant Difference in the Attitudinal Factors that Contribute to ESL Learning	Mann-Whitney U Test	Z	Sig.	Description	Decision
According to sex					
Target Language	56.500	-0.811	0.417	Not Significant	Accept H ₀
Learning Content	63.500	-0.443	0.657	Not Significant	Accept H ₀
According to Academic Performance					
Target Language	20.500	-0.629	0.529	Not Significant	Accept H ₀
Learning Content	27.000	-0.084	0.933	Not Significant	Accept H ₀

Table 4 shows the significant differences in the attitudinal factors that contribute to ESL learning according to the variables of Sex and Academic Performance. The table revealed that, for Attitudinal Factors related to the Target Language and Learning Content according to Sex, the *Mann-Whitney U Test values* are 56.50 and 63.50, respectively, with *z values* of -0.81 and 0.44 for both Target Language and Learning Context. The corresponding significance (Sig.) values are 0.417 and 0.657. Since both significance values are greater than the conventional alpha level of 0.05, the results are not statistically significant.

This means there is no significant difference in Attitudinal Factors between male and female learners for both the Target Language and Learning content. Therefore, the null hypothesis (H₀), which states that there is no significant difference in attitudinal factors according to sex, is accepted.

Similarly, for Attitudinal Factors related to the Target Language and Learning Content according to Academic Performance, the *Mann-Whitney U Test values* are 20.50 and 27.00, respectively, with *z values* of 0.63 and 0.08 for both Target Language and Learning context. The corresponding significance (Sig.) values are 0.529 and 0.933. Since these significance values are also greater than 0.05, the results are not statistically significant. This indicates there is no significant difference in the Attitudinal Factors between students with Very Satisfactory and Excellent Academic Performance for both the Target Language and Learning Content. Consequently, therefore, the null hypothesis (H₀), which posits no significant difference in attitudinal factors according to academic performance, is accepted.

In summary, the study finds no significant differences in the Attitudinal Factors contributing to ESL learning when comparing groups based on Sex and Academic Performance. These results suggested that both male and female learners, as well as students with varying levels of Academic Performance, exhibit similar attitudes towards ESL learning in terms of the Target Language and Learning Context.

This study aligns with a related study by Gardner and Lambert (1972) that supports these findings. In their research on attitudes and motivation in second language learning, they concluded that individual differences in language learning success were influenced more by personal motivation, and attitudes rather than demographic variables such as Sex and Academic Performance. Their study emphasizes the role of Integrative Motivation (interest in the language and

culture) and Instrumental Motivation (practical benefits of learning the language) over demographic factors in predicting language learning success.

Table 5. Significant difference in the motivational catalyst that contribute to ESL learning when respondents are grouped according to sex and academic performance

Significant Difference in the Motivational Catalyst that Contribute to ESL Learning	Mann-Whitney U Test	Z	Sig.	Description	Decision
According to sex					
Instrumental	42.500	-1.544	0.123	Not Significant	Accept H ₀
Integrative	31.000	-2.159	0.031	Significant	Reject H ₀
According to Academic Performance					
Instrumental	25.000	-0.252	0.801	Not Significant	Accept H ₀
Integrative	28.000	0.000	1.000	Not Significant	Accept H ₀

Table 5 shows the significant difference in the motivational catalysts that contribute to ESL learning according to Sex and Academic Performance. The table revealed that for Motivational Catalysts according to Sex, the *Mann-Whitney U Test* value for Instrumental Motivation is 42.5 with a *z-value* of -1.54 and a significance (Sig.) value of 0.123. Since the significance value is greater than the *conventional alpha level* of 0.05, the result is not statistically significant. This indicates no significant difference in Instrumental Motivation between male and female learners. Therefore, the null hypothesis (H₀), which states that there is no significant difference in instrumental motivation according to sex, is accepted.

However, for Integrative Motivation according to Sex, the *Mann-Whitney U Test* is 31.0 with a *z value* of 2.16 and a significance (Sig.) value of 0.031. Since the significance value is less than 0.05, the result is statistically significant. This indicates a significant difference in Integrative Motivation between male and female learners. Therefore, the null hypothesis (H₀) is rejected, suggesting that sex significantly influences integrative motivation in ESL learning.

For Motivational Catalysts according to Academic Performance, the *Mann-Whitney U Test* value for Instrumental Motivation is 25.0 with a *z value* of -0.25 and a significance (Sig.) value of 0.801. Similarly, the *Mann-Whitney U Test* value for Integrative Motivation is 28.0 with a *z value* of 1.00 and a significance (Sig.) value of 0.815. Since both significance values are greater than 0.05, the results are not statistically significant. This indicates no significant difference in both Instrumental and Integrative Motivations between students with Very Satisfactory and Excellent Academic Performance. Therefore, the null hypothesis (H₀), which posits no significant difference in motivational catalysts according to academic performance, is accepted.

In conclusion, the study finds a significant difference in Integrative Motivation between male and female learners, suggesting that Sex influences Integrative Motivation in ESL learning. However, there are no significant differences in Instrumental Motivation according to Sex, nor in both Instrumental and Integrative Motivations according to Academic Performance. These results imply that while male and female learners differ in their Integrative Motivation, their Instrumental Motivation and the motivations of students with varying Academic Performances remain similar.

This study aligns with a related study by Dörnyei (1994) which supports these findings. Dörnyei's research on language learning motivation highlights the distinction between Integrative and Instrumental Motivation. Integrative motivation, which involves an interest in the language and

culture, often shows more variability across different groups than Instrumental Motivation, which is related to the practical benefits of language learning. The study suggests that Integrative Motivation can be influenced by personal and contextual factors, leading to significant differences among various groups.

Table 6. The significant relationship between attitudinal factors and motivational catalyst

Spearman's rho	Attitudinal Factors	Motivational Catalyst	Description	Decision
Attitudinal Factors				
Correlation Coefficient	1	0.790**		
Sig. (2-tailed)		0.000	Significant	Reject H ₀
N	30	30		
Motivational Catalyst				
Correlation Coefficient	0.790**	1		
Sig. (2-tailed)	0.000		Significant	Reject H ₀
N	30	30		

Table 6 shows the correlation analysis results between Attitudinal Factors and Motivational Catalysts for ESL learning. The table revealed that the *Spearman's rho* coefficient between Attitudinal Factors and Motivational Catalysts is 0.790**, with a significance (Sig.) value of 0.000 (2-tailed). This high positive correlation indicates a strong relationship between Attitudinal Factors and Motivational Catalysts, suggesting that as one increases, the other tends to increase as well. The significance value being less than 0.05 indicates that this relationship is statistically significant. Given these results, the null hypothesis (H₀), which posits no significant relationship between Attitudinal Factors and Motivational Catalysts in ESL learning, is rejected. The findings indicate that there is a significant and strong positive correlation between the two variables.

In summary, the study demonstrates that Attitudinal Factors and Motivational Catalysts are significantly interrelated in the context of ESL learning. As students' positive attitudes towards ESL increase, their motivational catalysts also become stronger, and vice versa. This highlights the importance of fostering both positive attitudes and strong motivational catalysts to enhance ESL learning outcomes.

This study aligns with a related study by Gardner (1985) which provides insights into the relationship between attitudes and motivation in language learning, aligning with the findings from Table 6. Gardner's research emphasizes the importance of both attitudes and motivation in predicting language learning success, highlighting their interdependence. Gardner's study supports the idea that attitudes and motivation are closely intertwined in the Language-Learning Process. Positive attitudes towards the language and the learning context can enhance motivation, leading to better learning outcomes, and individuals with positive attitudes towards the Target Language and the Learning Context are more likely to persist in their language learning efforts and achieve a higher level of proficiency.

Gardner's findings underscore the importance of considering both attitudes and motivation when designing Language Learning Programs. Strategies that promote positive attitudes and motivation can significantly enhance learning outcomes. In conclusion, Gardner's study reinforces the importance of attitudes and motivation in ESL learning, echoing the findings from Table 6, by recognizing the interplay between these factors, educators can develop more effective strategies to enhance ESL learning outcomes and promote student success.

CONCLUSION

Based on the analysis of the data on attitudinal factors and motivational catalysts contributing to ESL learning, several key findings emerge.

Overall, respondents exhibit positive attitudes towards ESL learning, regardless of sex or academic performance. Both males and females, as well as both the "Satisfactory Group" and "Excellent Group" based on academic performance, demonstrate generally positive attitudes towards the target language and learning context.

While there are differences in motivational catalysts between sexes and to some extent based on academic performance, overall, instrumental, and integrative motivations are strong factors driving ESL learning. Males tend to exhibit higher levels of instrumental and integrative motivation compared to females. Motivational Catalysts play a crucial role in ESL (Learning as a Second Language) learning, and understanding why these catalysts are high is essential for developing effective teaching strategies. The success of learning English as a Second Language often hinges on the learner's motivation. Two primary types of motivation identified in second language acquisition research are instrumental and integrative motivation which refers to practical reasons for learning a language, often related to achieving a specific goal such as the global job market as many multinational companies use English as their working language. Professional Development, mastery of English can facilitate career growth and professional development, and students aiming for higher education in these institutions need a high level of English proficiency.

The attitudinal factors contributing to ESL learning do not significantly differ based on sex or academic performance. However, there are significant differences in motivational catalysts based on sex and certain differences based on academic performance.

There is a strong positive correlation between attitudes towards ESL learning and motivational catalysts driving that learning. This suggests that positive attitudes towards ESL learning are associated with higher levels of motivation.

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