



วารสารวิจัยและพัฒนา มหาวิทยาลัยราชภัฏสวนสุนันทา

ได้รับการประเมินคุณภาพวารสารวิชาการอยู่ในฐานข้อมูล TCI กลุ่ม 1

## Attitude, Motivation, and Parental Encouragement Toward Learning English of Undergraduate Students ทัศนคติ แรงจูงใจ และการสนับสนุนจากบิดามารดาที่มีต่อการเรียน ภาษาอังกฤษของนักศึกษาระดับปริญญาตรี

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### ABSTRACT

The purposes of this study were to 1) investigate attitude, motivation, and parental encouragement toward learning English of undergraduate students at a private university, 2) find out gender differences in these factors, and 3) examine the relationships among the three factors. Data was collected from 411 first-year students enrolled in a fundamental English course using a five-point rating scale questionnaire. The data was analyzed by means, t-tests, and Pearson's Correlation.

The results revealed that students had a moderate level of attitude, and high levels of motivation and parental encouragement. Male students were found to receive higher parental encouragement than female students at a significance level of .05, while attitude and motivation were not different between male and female students. In addition, there was a positive relationship between parental encouragement and motivation in learning English.

**Keywords:** Attitude, Motivation, Parental Encouragement, Language Learning

### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาทัศนคติ แรงจูงใจ และการสนับสนุนจากบิดามารดาที่มีต่อการเรียนภาษาอังกฤษของนักศึกษาในระดับปริญญาตรีของมหาวิทยาลัยเอกชน ศึกษาความแตกต่างระหว่างเพศชายและเพศหญิงในปัจจุบันเหล่านี้ รวมทั้งศึกษาความสัมพันธ์ของปัจจัยดังกล่าว โดยเก็บข้อมูลจากนักศึกษาชั้นปีที่ 1 จำนวน 411 คน ที่ลงทะเบียนเรียนวิชา EN011 ด้วยแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ และนำมาวิเคราะห์หาค่าเฉลี่ย ทดสอบค่าที่ และหาค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน ผลการวิจัยพบว่า นักศึกษามีทัศนคติต่อการเรียนภาษาอังกฤษอยู่ในระดับปานกลาง และมีแรงจูงใจและการสนับสนุนจากบิดามารดาในระดับสูง โดยที่นักศึกษาชายได้รับการสนับสนุนจากบิดามารดาสูงกว่านักศึกษาหญิงอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ในขณะที่ไม่พบความแตกต่างในเรื่องเพศของนักศึกษาต่อทัศนคติและแรงจูงใจ นอกจากนี้ ผลการวิจัยพบความสัมพันธ์เชิงบวกระหว่างการสนับสนุนจากบิดามารดากับแรงจูงใจในการเรียนภาษาอังกฤษ

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### Introduction

Language proficiency is the utmost outcome of the students for all language instructors. However, according to the report from Office of National Education & Standards and Quality Assessment (Public Organization) or ONESQA, the scores of O-Net (Ordinary National Education Test) in 2013 revealed the average of 33.82 for primary level, 30.35 for lower secondary level, and 25.35 for upper secondary level. More shockingly, the higher the education they have, the lower scores the O-Net. These results hammered the idea that the monitoring English language, especially in grammar and reading, of Thai students in these three levels was still beyond success.

Improving learners' language proficiency is a great challenge. More effective instruction can be provided using a wide range of teaching methods. Curriculum and assessment have been developed to equip students with more knowledge and skills. Instructors themselves help to monitor the progress and provide extra help when needed. However, students still do not make progress in their language abilities. Instructors need to be aware that foreign language learning is a complex process and success involves many factors. Therefore, low proficiency of English language can be a result from other causes such as learning environments and students themselves. The factors of attitude, motivation, and parental encouragement are then taken into account

as Williams and Burden (1997) state that they influence language learning.

Attitude can be observed as a feeling or a way of thinking that affects a person's behavior. Attitudes can act as barriers (negative attitudes) or bridges (positive attitudes) to learning a new language and are the essential environmental ingredient for language learning (Krashen, 1985). Motivation can be described as the reason or reasons one has for acting or behaving in a particular way. According to Reece and Walker (1997) and Saville-Troike (2006), motivation is one of the factors that can explain why the learner is more successful in learning a language than others.

Therefore, both motivation and attitude play important roles in learning a second language. These ideas were supported by the study of Narayanan, Nair and Iyyappan (2008) that motivation and attitude have a great impact or affecting students' English learning. Apart from the two factors, success in language learning is also reinforced by the support from the learners' parents. From Alam and Rosli's research (2016), they have found the relationship between the two factors that parental participation improved students' learning whether the child is in preschool or in the upper grades. In accordance with Paran&Tibli (2009), parental encouragement received by the participants from their parents contributed to the enhancement of their motivation to learn English.



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In this study, gender is addressed an important issue to be investigated. According to Williams and Burden's (1997) extended framework, gender is believed to have an impact in learners' attitude, motivation, and parent encouragement. Consequently, there are a number of researches showing the relation between gender differences and these three factors (Jain &Kaur, 2014; Sayadinan&Lashkarian, 2010; Tahaineh&Daana, 2013; Behzadi, 2013). As a result, the researcher would like to examine the students' attitude, motivation, and parental encouragement in learning English with respect to their gender in the tertiary level in Thai context. The findings can be a guideline for language instructors to help these learners develop their ability to learn English more successfully.

### OBJECTIVES

1. To investigate the attitude, motivation and parental encouragement toward learning English of the first-year students at Bangkok University.
2. To compare students' attitude, motivation and parental encouragement toward learning English classified by gender.
3. To study the relationship among students' attitude, motivation, and parental encouragement toward learning English.

### HYPOTHESIS

1. Female students will have more positive attitude toward learning English than male students.
2. Female students will have more motivation in learning English than male students.
3. Female students will receive more parental encouragement toward learning English than male students.
4. There will be a positive relationship among students' attitude, motivation, and parental encouragement toward learning English.

### Literature Review

#### 1. Motivation

Longman Dictionary of contemporary English (2015) defined 'motivation' as eagerness and willingness to do something without needing to be told or forced to do it. In the perspective of language learning, 'motivation' was identified as another factor that is used to explain why some L2 learners are more successful than others (Saville-Troike, 2006). Similarly, Gardner (2006) revealed that students with higher levels of motivation will do better than students with lower levels. It is the most used concept for explaining the failure or success of a learner; in addition, Gardner (1985) described motivation as 'the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity'



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There are two distinctive types of motivation: instrumental and integrative motivation (Gardner & Lambert, 1972). According to them, instrumental motivation refers to the desire of the learners to gain social recognition or economic advantages through the knowledge of the language whereas integrative motivation is stated as the desire to be a representative member of that language. There are researches conducted to see how students exercise both kinds of motivation. Sayadian and Lashkarian (2010), Wimolmas (2013) and Vaezi (2009) found that students both male and female were highly instrumentally oriented. The result corresponds with the findings of Tahaineh&Daana (2013), Tsai & Chang (2013), Oroujlou&Vahedi (2011) and Al-Tamimi&Shuib (2009). However, from the work of Degang (2011), he found that students are close to equally motivated both instrumentally and integratively to learn English with the conclusion from Zanghar (2012) that EFL Libyan students' integrative motivation appeared to be a little higher than their instrumental motivation. This contradiction was confirmed by Akram&Ghani (2013) and Paran&Tibli (2009) that there are no overall statistically significant differences between male and female participants in their motivation to learn English. Similarly, in other pieces of research, female students were found to have higher or positive motivation towards learning English as a second language

than male students (Narayanan, Nair & Sundareswaran, 2008; Hashwani, 2008).

## 2. Attitude

Attitude is also described as an important component of success in second language acquisition (Gardner, 2008). Starks and Paltridge (1996) also affirm that learning a language is closely related to the attitudes towards the languages. From these two concepts, attitude plays an important role in language learning. Learners who have positive attitude can be predicted to have more success than those with negative attitude towards the language.

A number of researches were carried out to investigate attitude in relation to gender. As found in the researches of Sayadinan&Lashkarian (2010), Chalak&Kassaiian (2010), Tahaineh&Daana (2013), Pineda (2011) and Paran&Tibli (2009) revealed that both male and female students had a highly positive attitude towards learning English. Moreover, there was the existence of significant difference between the respondents of different gender and their attitude in learning English (Bidin, Jusoff, Aziz, Salleh and Tajudin, 2009). Female students have higher or positive attitudes towards learning English as a second language than male students (Narayanan, Nair & Sundareswaran, 2008 and Hashwani, 2008).



### 3. Parental Encouragement

Parents have a significant role to play in supporting language learning of the kids. Parents are actively involved in the learning process and promote success by encouraging children to study the foreign language, monitor their performance, correct mistakes, etc. However, it is noted that forcing children to learn may deprive them from intrinsic motivation. According to Gardner (1985), parental encouragement in language learning refers to the roles of parents that affect their children's ability in learning a language; these can be either positive or negative. In his work, he highlighted the significant effect of parental encouragement on students' motivated behaviors. He also stressed that the parents who actively and consciously encourage the children to learn a language support their children's success in language ability. The similar findings were also revealed in the work of Bronstein, Ginsburg & Herrera (2005), Khan, A., Ahmad, R., Hamdan, A.R. & Mustafa, M.S. (2014) and Jeffs, Behrmann & Bannan-Ritland (2006). Besides, the findings of the research done by Jain & Kaur (2014) and Cremades, Donlong, & Poczwardowski (2013) showed that there were significant gender differences in parental encouragement together with the emphasis from Sekar & Mani (2013) that there was more parental encouragement to girls than boys. However, Akram & Ghani (2013) found no significant differences between males and

females in their parental encouragement in their research.

There are a number of researches exploring the relationship among motivation, attitude, and parental encouragement. According to Roth (2008) and Paran & Tibli (2009), parental encouragement can shape the attitude of the students either positively or otherwise and may have an effect on the motivational level of the students. This conclusion is consistent with the results found by Mormori (2007) and Nair, G.K.S., Setia, Mohamad, Kadir, Luqman, Vadeveloo & Ngah (2014) that students are very positive about learning English language and receive more than adequate parental encouragement and support in their English language learning.

## METHODOLOGY

### 1. Population and Samples

The population of this study was 1,046 undergraduate students who enrolled in EN 012: English for Daily Life in the first semester of 2014 academic year. The samples were 411 students to be selected using Simple Random Sampling technique. The sample size was calculated from Taro Yamane table. A 95% of confidence level was used with a precision rate of  $\pm 4\%$ . When the population is 1,000, the samples should be at least 385. However, the researcher agreed to employ 411 samples in this study.



## 2. Research Instruments

The instrument of this research was a questionnaire in the form of 5-point rating scale adapted from Gardner’s AMTB. The first part contained students’ demographic data such as faculty, gender and age. The second part was about attitude toward learning English (10 items). The next part investigated their motivation toward learning English comprising two main categories: integrative motivation (10 items) and instrumental motivation (10 items). The last part inquired about parental encouragement (8 items). Participants were asked to rate how much they agree with each statement ranging from “definitely agree” to “definitely disagree”.

### 2.1 Constructing the Questionnaire

The draft of the questionnaire was examined by three experts specialized in language teaching. They were asked to check translation from English into Thai and the relevance of each item to its category by means of IOC: Index of Item Objective Congruence with the score of +1, 0, -1 assessment. Moreover, the questions were translated back into English by the other expert. To ensure validity, the scores were taken to calculate for its value. The items containing IOC value from 0.50 to 1.00 were acceptable.

### 2.2 Piloting the Questionnaire

The questionnaire was then piloted with 40 undergraduate students who were not the

target group during the first semester of academic year 2014 at Bangkok University and calculated for proper reliability indexes by using Cornbach’s Alpha Coefficients as shown below:

Category	Reliability Value
1.Attitude(learning English)	.835
2.Motivation (learning English)	
2.1 Integrative Motivation	.904
2.2 Instrumental Motivation	.664
3.Parental Encouragement	.821

## 3. Data Collection

Data were collected during the months of July and August 2014. To maintain confidentiality, the anonymous self-report questionnaire was distributed by the researcher. Regarding ethical approval, all respondents in this study were voluntary; they had been informed that they could withdraw from a reply whenever they felt uncomfortable. The respondents also signed a consent form that briefly described the study before completing the questionnaire which took about fifteen minutes. Finally, 420 questionnaire copies in total were collected. After checking each of the obtained questionnaire copies, only 411 copies equal to 97.85% were completed and useable. This was sufficient for further analysis.



#### 4. Data Analysis

The data were statistically analyzed by SPSS/Window program using mean, standard deviation, independent samples t-tests, and Pearson Correlation Coefficients.

4.1 To find out the answers for Research Objective 1, the mean scores of attitude, motivation, and parental encouragement were calculated to indicate the degree to which students perceive: a mean score of 1.00-1.50 indicated very low level, 1.51-2.50 using a strategy at a low level, 2.51-3.50 using a strategy at a moderate level, 3.51-4.50 using a strategy at a high level, whereas a mean score of 4.51-5.00 indicates a very high level.

4.2 To answer Research Objective 2, the mean scores of attitude, motivation, and parental encouragement were computed using independent samples t-tests to find out

whether females had more mean scores than males.

4.3 For Research Objective 3, the Pearson product-moment correlation coefficient test was used to find out whether there was a statistically significant relationship among students' attitude, motivation, and parental encouragement toward learning English.

#### Research Results

*Table 1* indicated that the overall mean score of students' attitude toward learning English was at a moderate level (Mean = 3.09). When considering all items, it was found that the highest mean score fell in the item no. 1 (learning English is really great, Mean = 4.53) which was at a very high level. The lowest which was no. 6 (the desire to understand English pop music, Mean = 1.55) was at a low level.

**Table 1** Means and Standard Deviations of Students' Attitude toward learning English

Attitude	Mean	S.D.	Level
1. Learning English is really great.	4.53	.76	very high
2. I hate English.	2.01	1.10	low
3. I really enjoy learning English.	3.84	.94	high
4. I'd rather spend my time on subjects other than English.	2.77	1.06	moderate
5. English is a very important part of the school program.	4.49	.74	high
6. Studying English is important to me so that I can understand English pop music.	1.55	.93	low
7. I plan to learn as much English as possible.	4.23	.88	high
8. I think that learning English is dull.	2.06	1.02	low
9. Native English speakers are kind, friendly, and cheerful.	3.74	.97	high
10. When I leave university, I will give up the study of English because I am not interested in it.	1.67	1.01	low
<b>Total</b>	<b>3.09</b>	<b>.33</b>	<b>moderate</b>



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Table 2 indicated that the overall mean score of students' integrative motivation toward learning English was at a high level (Mean = 4.21). It was also found that the highest mean score fell on item no. 7 (studying English will allow the participants to be more at ease with people who speak English gains

the highest level, Mean = 4.40) while the lowest mean score was the item no. 1 (the more they get to know native English speakers, the more they like them, Mean = 3.87). Interestingly, all of the items in the category of integrative motivation were at a high level.

**Table 2** Means and Standard Deviations of Students' Integrative Motivation

Integrative Motivation	Mean	S.D.	Level
1. The more I get to know native English speakers, the more I like them.	3.87	.94	high
2. Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	4.17	.81	high
3. Studying English can be important for me because I will be able to participate more freely in the activities in English groups.	4.30	.80	high
4. It is important for me to know English in order to know the life of the English-speaking nations.	4.19	.83	high
5. I am determined to study English as best as I can to achieve maximum proficiency.	4.36	.77	high
6. Studying English is important to me so that I can understand English pop music.	4.18	.84	high
7. Studying English is important because it will allow me to be more at ease with people who speak English.	4.40	.77	high
8. I would like to know more about native English speakers.	3.99	.94	high
9. Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.	4.31	.83	high
10. Studying English is important to me because it will enable me to get to know various cultures and peoples.	4.29	.76	high
<b>Total</b>	<b>4.21</b>	<b>.59</b>	<b>high</b>

Table 3 showed that the overall mean score of students' instrumental motivation toward studying English was at a high level (Mean = 4.38). When considering all items, there were only three items which were at a very high level. These were item no. 6 (studying English is important for traveling abroad, Mean = 4.66), item no. 2 (studying English is important

because I can find jobs easily, Mean = 4.56, and item no. 8 (studying English is important as I can understand English-speaking films, videos, TV or radio, Mean = 4.55). On the contrary, item no. 1 "other people will respect me more if I have knowledge of a foreign language" had the lowest mean score (Mean = 3.90). This item was at a high level.





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**Table 3** Means and Standard Deviations of Students' Instrumental Motivation

Instrumental Motivation	Mean	S.D.	Level
1. Studying English can be important for me because it will make me a knowledgeable person.	4.48	.72	high
2. Studying English can be important for me because I can find jobs easily.	4.56	.73	very high
3. Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language.	3.90	.96	high
4. Studying English can be important for me because I will be able to search for information in English on the Internet.	4.29	.82	high
5. Studying English can be important for me because I will learn more about what's happening in the world.	4.35	.77	high
6. Studying English is important for travelling abroad.	4.66	.67	very high
7. Studying English can be important for me because an educated person is supposed to be able to speak English.	4.14	.88	high
8. Studying English can be important for me so that I can understand English-speaking films, videos, TV or radio.	4.55	.60	very high
9. Studying English can be important for me because it will enable me to get to know new people from different parts of the world.	4.37	.73	high
10. Studying English can be important for me because it is useful for my studies.	4.53	.69	very high
<b>Total</b>	<b>4.38</b>	<b>.49</b>	<b>high</b>

Table 4 indicated that the overall mean score of students' parental encouragement toward learning English was at a high level (Mean = 4.20). When considering all items, it was found that parents' stressing the importance of English after graduation gained the highest

score (Mean = 4.48) while the lowest score fell in urging kids to seek help from teachers (Mean = 3.61). Interestingly, all of the items in the category of parental encouragement were at a high level.



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**Table 4** Means and Standard Deviations of Students' Parental Encouragement

Parental Encouragement	Mean	S.D.	Level
1. My parents try to help me to learn English.	4.18	.91	high
2. My parents feel that I should continue studying English all through my life.	4.25	.92	high
3. My parents have stressed the importance English will have to me when I leave university.	4.48	.78	high
4. My parents urge me to seek help from my teacher if I am having problems with my English.	3.61	1.08	high
5. I My parents feel that it is very important for me to learn English.	4.41	.78	high
6. My parents encourage me to practice my English as much as possible.	4.37	.78	high
7. My parents are very interested in everything I do in my English class.	4.03	.94	high
8. My parents think I should devote more time to studying English.	4.25	.85	high
<b>Total</b>	<b>4.20</b>	<b>.60</b>	<b>high</b>

Table 5 indicated that the mean scores of attitude, integrative and instrumental motivation, and parental encouragement of male students were higher than those of female students. When the t-tests were used to find out whether females had more positive attitude, higher motivation and more parental encouragement than males at a significance level of .05 or not.

The results revealed that parental encouragement was the only one factor showing a significant difference. That is, male students received higher parental encouragement than female students at a significance level. Therefore, hypotheses 1, 2, and 3 stating that female students had more mean scores than male students were rejected.



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**Table 5** Comparison of Mean Scores of Students' Attitude, Motivation and Parental Encouragement toward learning English based on Genders

Category	Gender	n	Mean	S.D.	t
1. Attitude	male	286	3.11	.33	1.75
	female	125	3.04	.32	
2. Motivation	male	286	4.32	.48	1.33
	female	125	4.24	.55	
3. Parental Encouragement	male	286	4.25	.59	2.76*
	female	125	4.08	.60	

\*P < .05

The Pearson product-moment correlation coefficient test was conducted to find out whether there was a statistically significant relationship among students' attitude, motivation in learning English, and parental encouragement. 6 showed that there was a positive relationship between motivation and parental encouragement at the .05 level (.471, P = .000). This means that the more parental encouragement existed, the higher motivation the students had toward learning English. However, attitude was not found to have a relationship with motivation and parental-encouragement.

**Table 6** Relationships among Attitude, Motivation, and Parental Encouragement

	Attitude	Motivation	Parental Encouragement
Attitude	1.00	.079	.075
Motivation		1.00	.471**
Parental Encouragement			1.00

\*\*P < .01



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### Discussion of Research Findings

The current study found that Bangkok University students' attitude towards learning English was at moderate level. This result is not in accordance with the studies of Behzadi (2013), Vaezi (2009), and Pineda (2011) which reveal that students have positive attitudes towards learning English. This is probably

This result corresponds with the work of Degang (2011), who found that students are close to equally motivated both instrumentally and integratively to learn English. This can be explained by the fact that Thailand is trying very hard to compete with its neighboring countries. Moreover, the need of instrumental motivation, especially in items no. 6 and 8 is evident for their life styles; they like to travel and spare their free time on entertainment. The outcome of the students' parental encouragement was also high, which goes in line with the result found by Mormori (2007), Paran&Tibli (2009) and Nair, G.K.S., Setia, Mohamad, Kadir, Luqman, Vadeveloo&Nghah (2014). The reason probably is the parents' recognition of the importance of English to their children in the future.

The next interesting issue for discussion is the effect of gender on attitude toward learning English. Even though the mean score of male students was witnessed as a bit higher than that of their counterpart, a significant difference was not found at a significance level. This finding was in contrary to what was found in previous studies. Those findings indicated that there was gender

because, despite its importance and the arrival of AEC, English is neither used as formal language in Thailand nor in their everyday lives. It is just the tool to pass their education in each level. As for the motivation, this study showed high level of students' motivation in learning English with more scores in instrumental than integrative one.

difference in attitude (Bidin, Jusoff, Aziz, Salleh&Tajudin, 2009), and female students had higher attitudes towards learning English as a second language than male students (Narayanan, Nair &Sundareswaran,2008, Hashwani, 2008).

According to the present study, the motivation of male students was a little bit higher than that of female students, but no significant difference was found. Therefore, male students did not have higher motivation than male students at  $p < .05$ . The reason to explain why the motivation of male and female students was not significantly different is might be because of the teachers' awareness of the importance of English as well as the approaching era of AEC. They tried to motivate both male and female students to be ready for the highly competitive world. This outcome is in accordance with that of Akram&Ghani (2013) and Paran&Tibli (2009), but in contrast with some studies which showed that female students were found to have higher or positive motivation towards learning English as a second language than male students (Narayanan, Nair &Sundareswaran, 2008; Hashwani, 2008).



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Interestingly, the result emerging from the present study showed that there was a significant difference of gender in parental encouragement toward learning English. Male students got higher mean scores than female students at a significance level. The finding was found to be in contrast with some studies. For instance, Sekar and Mani (2013) found that there was more parental encouragement to girls than boys. In addition, Akram and Ghani (2013) found no significant differences between males and females in their parental encouragement in their research. One of the reasons used to support the distinct findings was the expectation of parents towards male students. They are seen as head of the family and business owner in the future; they are likely to be taking on the role of breadwinners. In Thai society, males are generally viewed as being more capable of holding powerful positions in families. Thai females are traditionally allotted to a less powerful position in society. Consequently, parents encourage them more than their counterpart to study English.

The last important finding to be discussed is the positive relationship between parental encouragement and motivation in learning English of students. When parents have put more encouragement to learning English on their children, the idea was absorbed and automatically motivated them to learn English. This is probably because the guidance and support really help them to have more practice in language. Especially, when a

problem in language learning occurs, they have parents to solve it. This goes in line with the findings of Roth (2008); Paran&Tibli (2009); Mormori (2007) and Nair, et al (2014) which found that parental encouragement received by the children from their parents contributed to the enhancement of their motivation to learn English. However, when the focus was put on attitude in relation to motivation and parent encouragement, no relationship was found, which is opposing to the previously mentioned studies.

### Conclusion

Based on the results of the study, male students have more positive attitude, higher motivation and more parental encouragement than female students. So, it is necessary for related persons like instructors and parents to pay more attention to females. Having more positive attitude and motivation can have an impact on the success of their language learning. It is necessary for instructors to adjust the way they input the language to increase female students' motivation. Males and females are motivated differently. In this regard, a survey can be done to investigate their favorite learning activities to create more challenging coursework.

For example, females may prefer to participate actively in class discussions and earn high marks on assigned projects. All of these efforts are in the hope that positive attitude encourages positive motivation and in return creates higher proficiency in



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Language learning. As the findings indicated that male received more parental encouragement than female students, parents should realize to provide more educational support to female students. Another important issue that should be focused is the relationship between parental encouragement and motivation to learning English. The finding suggests that the family environment is crucial to the language development. Parents can increase their children motivation by giving more support in their study. Nowadays, there seem to be many channels to be used for developing language proficiency such as websites or tutorial schools. As such, students need to get guidance and good support from their parents continually.

#### Recommendations for Further Research

Further studies can be conducted focusing on the following issues:

1. The cultural background behind parental encouragement which influences students' motivation should be taken into consideration; therefore, in the next study it is possible to include this factor and find its effect on parental encouragement.
2. Attitude and motivation both integrative and instrumental should be further investigated in depth through an interview.
3. There should be a comparison of attitude and motivation toward learning English between students in private and public universities.

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