

**THE ROLE OF EXTRINSIC AND INTRINSIC MOTIVATIONAL
FACTORS LEARNING ENGLISH**

**Thesis Submitted to The Department of English Education
In Partial Fulfillment for the Master's of Education in English**

**Submitted by
Sukdev Thapa**

**Faculty of Education
Tribhuvan University
Kirtipur , Kathamandu
July, 2016**

**THE ROLE OF EXTRINSIC AND INTRINSIC MOTIVATIONAL
FACTORS LEARNING ENGLISH**

**Thesis Submitted to The Department of English Education
In Partial Fulfillment for the Master's of Education in English**

**Submitted by
Sukdev Thapa**

**Faculty of Education
Tribhuvan University
Kirtipur , Kathamandu
July, 2016**

**T. U. Regd. No. 9-2-326-2007
Second Year
Exam Roll No. : 280910/069**

**Date of Proposal
Approval : 24/04/2016
Thesis Submission: 10/07/2016**

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 09/07/2016

.....

Sukdev Thapa

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sukdev Thapa** has prepared this thesis entitled **The Role of Extrinsic and Intrinsic Motivational Factors in Learning English** under my guidance and supervision.

I recommend this thesis for acceptance

Date : 09/07/2016

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

University Campus

T.U. Kirtipur , Kathmandu

RECOMMENDATION FOR EVALUATION

This dissertation has been recommended for evaluation by the following
Research Guidance Committee.

Signature

Dr. Anjana Bhattarai

.....

Professor and Head

Chairperson

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

Mr. Resham Acharya (Supervisor)

.....

Teaching Assistant

Member

Department of English Education

University Campus

T.U. Kirtipur , Kathmandu

Mr. Guru Prasad Poudel

.....

Teaching Assistant

Member

Department of English Education

University Campus

T.U. Kirtipur , Kathmandu

Date : 09/07/2016

EVALUATION AND APPROVAL

This dissertation has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Anjana Bhattarai

Professor and Head
Department of English Education
University Campus
T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr. Anju Giri

Professor and Chairperson
English and Other Foreign Languages
Education Subject Committee
Department of English Education
University Campus
T.U. Kirtipur

.....

Expert

Mr. Resham Acharya (Supervisor)

Teaching Assistant
Department of English Education
University Campus
T.U. Kirtipur , Kathmandu

.....

Member

Date: 14/07/2016

DEDICATION

Dedicated

to

My beloved parents who always inspire me in my life.

ACKNOWLEDGEMENT

First of all, I am extremely grateful to my thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur for his advice, continuous guidance, encouragement, useful comments and feedback. I am heavily indebted to him for providing me with his whole hearted co-operation, extremely useful suggestions, comprehensive guidance and meticulous supervisions throughout this research work.

Similarly, I would like to extend my Sincere gratitude to **Prof. Dr. Anjana Bhattarai**, Head of the Department of English Education, T.U., Kirtipur for her continuous, constructive suggestions and inspiration to shape this thesis in this form .

I also would like to extend my sincere gratitude to **Mr. Guru Prasad Poudel** teaching Assistant, Department of English Education for his better and fruitful suggestions.

Similarly , I am also very grateful with **Prof. Dr. Govinda Raj Bhattraai, Prof Dr, Anju Giri, Prof. Dr. Tara Dutta Bhatta , Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Bal Mukunda Bhandary, Dr. Ram Ekwel Singh, Mr. Raj Narayan Rai Yadav, Dr. Purna Bahadur Kadel, Mr.. Bhesh Raj Pokhrel, Mr. Prem Bahadur Phyak, Ms. Madhu Neupane, Ms, Saraswati Dawadi, Khem Raj Joshi, Ashok Sapkoata and Laxmi Prasad Ojha** for their comprehensive suggestion and guidance.

In the same way, I am highly indebted to the Principals, Teachers and Students of Amarjyoti Secondary School Tharmare-7 and Mahendra Higher Secondary School Jimali-6 of Salyan district who enthusiastically became my informants.

Equally, I am highly grateful to our library assistants and the staffs who helped me by providing books in time and giving creative suggestions to complete this thesis.

I am profoundly indebted to my parents for their inspiration, support and encouragement during my study. I am equally indebted to my brothers and sisters for their help.

I duly acknowledge to the authors whose ideas are borrowed and cited in this study.

Eventually, I am also very grateful to **Ms. Bhagrathi Kumari Shah** of Pushpanjali Computer & Photocopy Center , Nayabazar, Kirtipur for her help in typing and designing this thesis in the present form.

Date : 09/07/2016

Sukdev Thapa

ABSTRACT

The research entitled " **The Role of Extrinsic and Intrinsic Motivational Factors in Learning English**" was carried out to find out the factors that motivated students to learn English . The population of the study **were** the students who were studying at class ten of two governmental schools of Salyan district. Forty students were selected **from two schools** Amarjyoti Secondary School Tharmare-7 and Mahendra Higher Secondary School Jimali-6 , Salyan as sample through non-random sampling. A set of questionnaire was used as a tool for data collection. The findings of my research shows that the majority of learners are motivated with the intrinsic factors like the prestige getting from society as an English learner, their already aim to be a good English learner, its scope, opportunities and importance. On the other hand, extrinsic factors like teaching method, overcrowded classes, noisy classes, career related factors, social factors, economic factors, language related factors, leaner attitude towards education system are the factors due to which learners are de-motivated.

This thesis has been divided into five different chapters. The first chapter, includes background of the study, statement of the problem, objectives, research questions, significance, delimitations and operational definitions of key terms of the study. Similarly, the second chapter deals with the review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling strategies, study area, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data were presented, analyzed and interpreted applying statistical tools like frequency and percentage in the fourth chapter. It also includes summary of the findings. The fifth chapter includes the conclusions and recommendations. Some recommendations for policy level, practice level and further research level are presented in this section. This chapter is followed by references and appendices.

TABLE OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgement</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Abbreviation</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the study	4
1.6 Delimitations of the study	5
1.7 Operational Definition of the key terms	6

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-19
2.1 Review of Theoretical Literature	7
2.1.1 Motivation	7
2.1.2 Type of Motivation	8
2.2 Review of Empirical Literature	15
2.3 Implications of the review for the study	17
2.4 Conceptual Framework	19
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	20-26
3.1 Design and method of the Study	20
3.2 Population, Sample and Sampling Strategy	24
3.3 Study Area/Field	25
3.4 Data collection Tools and Techniques	25
3.5 Data collection Procedures	25
3.6 Data analysis and interpretation procedure	26
CHAPTER FOUR: ANALYSIS OF DATA AND INTERPRETATION OF RESULT	27-46
4.1 Analysis of Data and Interpretation of Results	27
4.1.1 Extrinsic Factors	27
4.1.1.1 Career Related Factor	27
4.1.1.2 Social Factor	29

4.1.1.3 Economic Factor	31
4.1.1.4 Language Related Factor	33
4.1.2 Intrinsic Factors	35
4.1.2.1 Enjoyment of Learning	35
4.1.2.2 Desire to Make Themselves Feel Better	37
4.1.2.3 Opportunities to Use One's Ability	39
4.1.2.4 A Sense of Challenge and Achievement	41
4.2 Summary of Findings	43
CHAPTER- FIVE: CONCLUSION AND RECOMMENDATION	47-49
5.1 Conclusion	47
5.2 Recommendation	48
5.2.1 Policy Related	48
5.2.2 Practice Related	49
5.2.3 Further Research Related	49

References

Appendices

LIST Of TABLE

Table No.	Title	Page No.
Table 1	Analysis of Career Related Factor	26
Table 2	Analysis of Social Factor	28
Table 3	Analysis of Economic Factor	30
Table 4	Analysis of Language Related Factor	32
Table 5	Enjoyment of Learning	34
Table 6	Desire to Make Themselves Feel Better	35
Table 7	Opportunities to use one's ability	37
Table 8	A sense of Challenge and achievement	39

ABBREVIATIONS

AD.	:	Anno Domini
B.S.	:	Bikram Sambat
Dr.	:	Doctor
e. g.	:	For Example
E. L. T.	:	English Language Teaching
Fig.	:	Figure
GL	:	Group Learning
P.	:	Page number
P.P	:	Pages
Reg.	:	Registration Number