



**College of Graduate Studies
Business Administration (MBA)**

**Business Administration Students' Attitudes
and Motives Towards Learning English**

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**BUSINESS ADMINISTRATION STUDENTS'
ATTITUDES AND MOTIVES TOWARDS LEARNING
ENGLISH**


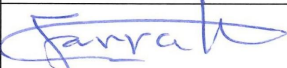

اتجاهات و دوافع طلبة ادارة الاعمال لتعلم اللغة الإنجليزية

MASTER THESIS

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Dedication

This thesis is dedicated to my parents, Nayif and Rida Abusnineh, who have always inspired me to learn and grow and fulfill my dreams to pursue my graduate studies and God-willing my PhD in the near future. They have instilled in me the passion to always seek to learn and become better each day. Nothing I can say is enough to thank them to all the love, support, and guidance they have provided me. I would also like to dedicate this work to my children and husband who push me to become better and have supported me unconditionally along this journey to complete my graduate studies. I hope to inspire my children to always pursue higher education and hopefully be a positive role model in their lives.

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List Of Abbreviations

Abbreviation	Terminology
AMTB	Attitude and Motivation Test Battery
MBA	Master's in Business Administration
EFL	English as a Foreign Language
BBA	Bachelor's in Business Administration
HU	Hebron University
PPU	Palestine Polytechnic University
PTU	Palestine Technical University
SPSS	Statistical Software Package for Social Sciences
SD	Standard Deviation
SOS	Sum of Squares
DF	Degrees of Freedom
MS	Mean Squares
Fcal	Fcalculated

Abstract

BUSINESS ADMINISTRATION STUDENTS' ATTITUDES AND MOTIVES TOWARDS LEARNING ENGLISH

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As the world is rapidly changing, a common communication language is required, and this language is English. The English language is now required worldwide and university degrees, such as business administration, are taught in English. This means that it's imperative to understand the individuals' attitudes and motivations towards English so students are able to communicate effectively and efficiently in English. It is found that there is a gap in learning English, and this study, as a descriptive study, aimed to determine what the business administration students' attitudes and motivations are towards learning English using Gardner and Lamberts' Attitude and Motivation Test Battery (AMTB), as a data collection tool. This tool analyzes attitudes and motivation and determines motivation to have two orientations: instrumental and integrative, and it was scored using the 5-point Likert scale. This study involved 225 business administration students from three universities in the Hebron Governorate region in Palestine. The results indicated that the business students had positive attitudes and motives towards learning English, with a mean score of 3.980. The results also found no statistically significant difference with regards to gender, university, and hometown variables, but identified a statistically significant result towards age; the difference found the positive results towards attitude and motives to learning English of 19 years to have the highest mean score whereas 21 years had the lowest. The researcher then discovered similarities with previous studies and research and concluded that the purpose of this study is to identify and direct better efforts to improve business administration students' English learning. The researcher's future recommendations would be to have instructors implement better strategies to continue to motivate business administration students and increase their positive attitude towards learning English, as well as to encourage further studies to be conducted throughout Palestine on this topic.

Keywords: Attitude, Motivation, Instrumental Motivation, Integrative motivation, communication, AMTB, Business Students, English

Abstract in Arabic الملخص

اتجاهات و دوافع طلبة ادارة الاعمال لتعلم اللغة الإنجليزية

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نظرًا لأن العالم يتغير بسرعة ، يلزم وجود لغة اتصال مشتركة ، وهذه اللغة هي اللغة الإنجليزية. اللغة الإنجليزية مطلوبة الآن في جميع أنحاء العالم ويتم تدريس الشهادات الجامعية ، مثل إدارة الأعمال ، باللغة الإنجليزية. هذا يعني أنه من الضروري فهم مواقف الأفراد ودوافعهم تجاه اللغة الإنجليزية حتى يتمكن الطلاب من التواصل بفعالية وكفاءة باللغة الإنجليزية. لقد وجد أن هناك فجوة في تعلم اللغة الإنجليزية ، وهذه الدراسة ، كدراسة وصفية ، تهدف إلى تحديد مواقف ودوافع طلاب إدارة الأعمال تجاه تعلم اللغة الإنجليزية باستخدام بطارية اختبار الموقف والتحفيز (AMTB) من جاردنر و لامبرت كأداة لجمع البيانات. تحلل هذه الأداة المواقف والدوافع وتحدد الدافع ليكون له توجهان: فعال وتكاملي ، وقد تم تسجيله باستخدام مقياس ليكرت المكون من 5 نقاط. ضمت هذه الدراسة 225 طالباً في إدارة الأعمال من ثلاث جامعات في محافظة الخليل في فلسطين. أشارت النتائج إلى أن طلاب الأعمال لديهم اتجاهات ودوافع إيجابية نحو تعلم اللغة الإنجليزية بمتوسط درجات 3.980. لم تجد النتائج أيضاً فروقاً ذات دلالة إحصائية فيما يتعلق بمتغيرات الجنس والجامعة والمدينة ، لكنها حددت نتيجة ذات دلالة إحصائية تجاه العمر ؛ وجد الاختلاف النتائج الإيجابية تجاه الموقف والدوافع لتعلم اللغة الإنجليزية لمدة 19 عامًا للحصول على أعلى متوسط درجات بينما 21 عامًا كانت الأقل. ثم اكتشف الباحث أوجه التشابه مع الدراسات والأبحاث السابقة وخلص إلى أن الغرض من هذه الدراسة هو تحديد وتوجيه جهود أفضل لتحسين تعلم اللغة الإنجليزية لطلاب إدارة الأعمال. ستمثل التوصيات المستقبلية للباحث في جعل المدرسين يطبقون استراتيجيات أفضل لمواصلة تحفيز طلاب إدارة الأعمال وزيادة موقفهم الإيجابي تجاه تعلم اللغة الإنجليزية ، وكذلك لتشجيع إجراء مزيد من الدراسات في جميع أنحاء فلسطين حول هذا الموضوع.

الكلمات المفتاحية: الموقف ، الدافع ، الدافع الآلي ، الدافع التكاملي ، التواصل ، AMTB ، طلاب الأعمال ، اللغة الإنجليزية

CHAPTER ONE:

Introduction: Study Background

1.1 Introduction

This is an era of rapid and colossal change. The skills and demands required currently differ immensely from those of 10 years ago. Open communication throughout the world is a major cause of this. Therefore, a common language has been established to allow for such communication. This language is English. English is the main language for international communication and for overcoming barriers to the flow of information, goods, and people across national boundaries and is the language for which there is the strongest local demand. (Amara, 2013). English has become the main medium for inter-and intra-communication among different cultures, which has considerably contributed to making English a world language (Jenkins, 2015).

Lately, any job requires an individual to have English language reading, writing, and speaking skills. English language is clearly important and, evidently, we notice this at all universities, colleges, and educational institutions in Palestine where many different degrees are taught in English.

As a result, it's imperative to understand the individual attitudes and motivations towards English so we can continue to motivate them to realize it's very substantial to speak at least two languages and to have that open

communication. Researchers worldwide have identified student attitude towards learning English as a key factor in steering efforts to improve their language learning chances (Tahaineh and Daana, 2013; Al Nooursi, 2013; Abidin, Mohammadi, and Alzwari, 2012). Abu-Snoubar (2017) has stated as well that "language learning can never be separated from the learners' attitudes because these attitudes are supportive and motivating when positive and totally demotivating when negative" (pg 31).

Motivation is also a major driving force in attaining successful second language learning in English. Motivation is defined as " the process by which a person's efforts are energized, directed, and sustained towards attaining a goal" (Robbins and et al. 2015, pg 167).

Most of the time, business administration degrees in universities and colleges are taught in the English language. According to Campus France (2020), one thousand three hundred and fifteen (1315) majors and degrees all around the world are taught fully in the English Language. The MBA degree is designed to give a broad knowledge of the functional aspects of a company and their interconnections, while also allowing for specialization in a particular area. The degree also develops the student's practical, managerial, and communication skills, and business decision-making capability to succeed in the competitive world (Wikipedia 2020). Strong communication and language skills are vital for any individual to succeed in a business environment. Radovic-Markovic and Salamzadeh pointed out that

communication skills need to be developed on an ongoing basis, especially in a turbulent business environment. They also state that "the success of any business lies in effective communication and that effective communication is essential for the survival and progress of a business concern"(2018).

This is why business administration students' having efficient and effective language skills in English is a necessity in any environment and very essential. We first have to study what their attitudes and motives are towards English as a foreign language. This will hence lead us to understand what their views are as business students and to implement an efficient scheme in the future for learning English as a foreign language. As cited by Tahaineh, et. al (2013), according to Gardner and Lambert according to Gardner and Lambert (1972) better awareness of the importance of students' motivations and attitudes might help EFL curriculum and instruction designers to invent teaching programs that generate the attitudes and motivations which lead to the production of more successful EFL learners".

1.2 Research Problem

English has established itself as a global language. As a result, it has become critical for all students to be able to communicate in English. However, due to a variety of causes, such as poor verbal communication and ineffectual English learning, as found by Zayed and Abdel Razeq (2021), Fennel (2007) and others; there is a significant difference among persons and students

where English as a foreign language is not spoken as effectively and efficiently as it should be. Despite such widespread recognition of the importance of English, many recent studies highlight challenges within the education system and outside of it that hinder the teaching of English in Palestine (Bianchi, and Abdel Razeq, 2017).

It is also found that learning the English language in Palestine is of paramount significance, and English is considered a main subject taught in the Palestinian curriculum, where it begins from kindergarten to *tawjihi* level and continues to university level. Unfortunately, (Zayed, and Abdel Razeq, 2021) state: that "Palestinian students' English proficiency needs great improvement and that there needs to be some initiatives implemented to improve this deficit. This is clearly why the research problem here is to help understand what the gap is in business administration students' education so there can be improvement from the current status quo.

According to Fennel (2007), it was observed that English periods taught are dedicated to passing exams, largely in parallel with the *tawjihi* exam, which focuses on grammar, vocabulary, reading, and writing as distinct, unrelated components of language proficiency. Fennel also observed an overtly grammar-centered approach to learning English, which limited the time constraint to adopting communicative approaches.

The researcher would like to understand what is causing such a large learning gap for English to be spoken better. Lately, in Palestine and in Hebron, it is evident there is a problem towards the English language and fear to speak English. This has been brought to my attention after ongoing observation in classes as a student and an instructor. Even though, many individuals are taught English from the first years of school teaching, it's still outlandish for many students to continue to experience difficulty in learning English throughout their school grade years.

From a business perspective, to understand how to appeal and market anything to an individual, we need to understand their intrinsic behaviors. Here, attitudes and motivation are driven towards a certain matter and are driving forces to help us understand the reasons there is a gap in English communication and find out how to change this.

1.3 Purpose of the Study

The purpose of the study is to find out the attitudes and motivations of Palestinian university students towards learning and speaking English. This may help establish a better understanding of how to motivate and push students to understand the importance of speaking two languages. This study aims to help treat the deficit in knowledge regarding students' attitudes and motivation in learning English as a foreign language and to motivate and improve students to learn English as a foreign language more efficiently.

The study is very important because there is an obvious gap depicted in learning English from when students enter to study for their bachelor's and even master's degrees. In my opinion, it is vital to understand the attitudes and motives of English as a foreign language towards business administration students so we can diagnose and resolve the gap prevalent with students speaking English. This study is important since it addresses the majority of the degrees as well, since students study and learn the materials and books mainly in the English language.

In regards to the area of business, understanding the attitudes and motivations of the students will allow us to establish better methods to teach students English. It will also enable us to understand what techniques can be implemented to allow our students to want to improve in learning English as a second language. Therefore, understanding the attitudes, behaviors, and motivations towards the English language will allow us to market it to students and individuals. Thus, this will allow teachers and students combined to successfully use the English language to teach students. Looking at English Language as a second language is significant, not just for business, but for all faculties and studies.

1.4 Research Questions and/or Hypotheses

For this study, we aim to answer the following research questions:

1. What is the attitude of business administration students towards learning English?
2. What is the business administration student's level of motivation towards learning English?
3. Is the attitude and motivation towards learning English statistically significant with regards to gender for business administration students?
5. Is the attitude and motivation towards learning English statistically significant from one university/college to another for business administration students?
6. Is the attitude and motivation of business administration students' learning English statistically significant in regards to their hometown or place of residence?
6. Is the attitude and motivation of business administration students' statistically significant in regards to age?

1.5 Limitations

This research had some limitations and constraints, unfortunately. Initially, this study intended to obtain a much larger sample and had prepared the questionnaire online using Google Docs. Then, it posted the questionnaire throughout all the universities and colleges that teach business administration group platforms. Even though the researcher posted the questionnaire online numerous times, the response rate was very low. The reason the researcher used this method was because the universities and colleges were providing classes online due to the coronavirus pandemic.

This caused delays for the researcher. Another limitation was the time constraint and sought if there was a larger gap to gather a larger study sample than intended, but was fearful of a future lockdown. The researcher had to go face to face to the universities to gather data and request permission from the instructors to let the students fill out the questionnaire.

Also, a limitation that was faced in this study was the need for a greater number of business administration students to also partake, which was limited to business students in universities in the Hebron Governorate. More generalizability would provide a much more accurate result for business administration students in Palestine in their attitude and motives towards learning English.

CHAPTER TWO:

Theoretical Framework and Similar Studies

2.1 Introduction

In this chapter, the related literature will be examined. This chapter will discuss previous similar studies that are similar to the study conducted and observe what the relationships regarding the findings in this study are compared to the previous studies conducted. This chapter will also address the theoretical framework pertaining to this study to provide a clearer explanation of the terms and content studied in this research and look at the context of this study. These subjects will further explain attitude, motivation, business administration, the attitude and motivation test battery (AMTB), and so forth. The context of this study will address information regarding the universities that were part of this study and provide material on Bachelors of Business Administration (BBA) degree in the Hebron Governorate universities.

2.2 Theoretical Studies

2.2.1 What is Attitude?

According to the Cambridge Dictionary, "attitude" is defined as "a feeling or opinion about something or someone". Abuznaid (1990) addressed Robbins' definition of "attitude" as evaluative statements either favorable or unfavorable concerning objects, people, or events. They reflect how one feels about something. For example, when one says, 'I like my job', he is expressing his attitude to work." According to Brown (2001), attitude is characterized by a high proportion of emotional involvement, such as feelings, self, and community relationships. It emphasizes "the power of culture, thereby shaping our lives and feelings" and therefore our attitudes towards the external world. Gardner (1985) defines attitude as an "evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent." Gardner also states that an attitude is an inference which is made on the basis of a complex of beliefs about the attitude object. It is the sum of a man's instincts, feelings, prejudices, biases, perceived notions, fears, threats, and convictions about any specified topic.

Attitudes exist because they serve some purpose for the person. Any person who expects to deal with a similar situation in the future will be more likely to form an attitude in anticipation. Psychologist Daniel Katz developed the

functional theory of attitudes in 1960, to explain how attitudes facilitate social behavior. He stated that two people can each have an attitude toward any object for very different reasons, and it's important to know why an attitude is held toward any object before it can be changed.

Attitude has come to obtain considerable attention for the study as the first language or a foreign language. The findings in most of the research have come to conclude that student's attitude is an integral part of learning and that it should become an essential component of second or foreign language learning.

Attitudes toward learning are believed to influence behaviors such as selecting and reading books and speaking in a foreign language. Second of all, a relationship between attitudes and success or achievement has been shown to exist. Stephen, Robbins and et al. (2015) have reported, that there is support for the proposition that attitudes influence achievement, rather than achievement influencing attitudes. The reason is that attitude influences one's behaviors, inner mood, and therefore learning. So, it is clear that there is an interaction between language learning and the external surroundings that affects in where an individual grows up. Both negative and positive attitudes have a strong impact on the success of language learning.

Attitude has three components: affective, behavioral, and cognitive. Affective describes how an individual feels about an attitude object. Behavioral refers to the intention of taking action about it. Cognition is what

a person believes is true about the attitude object. These then are addressed as the ABC Model of attitudes (Solomon, 2007).

The attitude of an individual depends heavily upon different stimuli and differs with its components. The affective component refers to the feelings and emotions that one has towards an object, "likes" or "dislikes", "with" or "against" Weinburgh, (1998). Regarding the affective component, Stern (1988) claims that "the affective component contributes at least as much, and often more, to language learning than the cognitive skills"; this submission has come to be supported by recent research studies. Some studies that suggest how the affective component has significant influences on language success are the studies for Gardner, (1985) and Eveyik, (1999). Discovering students' attitudes towards language has been found to help both teacher and student in the teaching-learning process. This is why it is of considerable importance and a crucial role of the affective domain in attitude.

The characteristics of the affective domain are interest, values, and tendency, and most of these shape our attitudes (Addisu, 2020). Valuing, belief, interest, and expectations refer to affective characteristics, and they have a great impact on knowledge as well. Addisu (2020) also discusses how expectations and behaviors influence both students' self-image and academic performance, and how measuring attitude is achieved more successfully than defining it as a term.

As for attitudes towards the behavioral component, García Santillán, and et al. (2012), explain that the behavioral component refers to one's consisting actions or behavioral intentions towards the object. They also identify that the cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude.

Gardner's (1985) language research findings show that positive attitude and motivation are related to success in second language learning. Acquiring a foreign or a second language for the learners benefits from having positive attitudes rather than that of negative attitudes, which may lead to decreased motivation and, in all likelihood, decreased input and interaction for the attainment of proficiency. Gardner (1985) also states there are five characteristics of attitude to be considered in learning a foreign or second language. They are as follows: Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e., they have feelings and emotions attached to them). Secondly, attitudes are dimensional rather than bipolar and they vary in their degree of favorability and un-favorability. Thirdly, attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one. Fourthly, attitudes are learned, and are not inherited or genetically endowed. Fifth of all, attitudes tend to persist but they can be modified by experience. Gardner's research showed that individuals learning a second or foreign language with positive attitudes towards the foreign language were more successful than those who had negative attitudes. The relationship between attitudes and motivation is so

close that it is impossible to see the two separately because motivation includes and is influenced by attitudes.

2.2.2 What is Motivation?

Motivation is defined as the process by which a person's efforts are energized, directed, and sustained towards attaining a goal. (Stephen Robbins et al., 2015). Motivation is the reason for people's actions, willingness, and goals. Motivation is derived from the word "motive" which is defined as a need that requires satisfaction. These needs could be wants or desires that are acquired through the influence of culture, society, lifestyle, etc. Motivation has three components: energy, direction, and persistence. Energy is measured by the intensity or drive; direction is where the motive is channeled towards, and persistence is the continuous effort to achieve goals. (Stephen Robbins et al., 2015).

Motivation has been identified as a complex construct which has multiple facets (Gardner, 1985). Dornyei (2005) acknowledges the difficulty of defining this term and then mentions that motivation explains the reason for doing something, the time during which people are willing to do the activity, and the effort they put into that. Similarly, Gardner (2010) states that he agrees with the difficulty of defining this concept, but he tries to mention the

characteristics of motivated individuals. He believes that motivated individuals allocate enough time to achieve their goals, keep on trying, do what is needed to attain the goal, have a strong desire, are interested in what they do to achieve the goal, and have predetermined expectations and outcomes. Dornyei (2005), has also interpreted that motivation is a kind of internal force that encourages a learner to pursue a course of action and is responsible for starting the learning and later the driving force to sustain the learning process over the long and difficult years of language learning. It is commonly believed that without sufficient motivation, no other factor on its own can ensure student achievement.

An individual's motivation may be inspired by others or events (extrinsic motivation) or it may come from within the individual (intrinsic motivation). Intrinsic motivation is initiated by an inherent desire to perform a task or behavior for its own sake (Ryan and Edward , 2000). The individuals have an inherent tendency to discover new knowledge and extend their competence. Chalak and Kassaian (2010), define intrinsic motivation as one which is organized based on the individual's own values and thoughts. In other words, there is no external reward and the motivation 'is self-initiating and self-regulating'. As for Ozgur and Griffith (2013), intrinsic motivation can be associated with the inner feelings of learners, and it considers how learners engage in the task, and if they are willing to be involved in the activity. This type of motivation is rooted in individuals who are self-autonomous and responsible for their own learning. Learners who

are intrinsically motivated, are more involved in the learning process and use more learning strategies.

Integrative or intrinsic motivation is a behavior that is driven by satisfying internal rewards. An advantage in integrative or intrinsic motivation compared to that of instrumental or extrinsic motivation is that it is long-lasting, self-sustaining, and satisfying behavior. For this reason, intrinsic motivation is a key factor in promoting learning and increasing performance, creativity, and learning via long-term modifications in any area. (Chalak and Kassaian, 2010).

Instrumental or extrinsic motivation comes from influences outside of the individual. In instrumental or extrinsic motivation, the harder question to answer is: where does an individual acquire the motivation to continue to push with persistence? Usually, instrumental or extrinsic motivation is used to attain outcomes that a person wouldn't get from integrative or intrinsic motivation. Common extrinsic motivations are rewards and the threat of punishment following misbehavior (Ryan and Edward, 2000).

Instrumental or extrinsic motivation is based on "behavioralism" which encourages the use of some external rewards for a positive reinforcement." In instrumental or extrinsic motivation, a reward or punishment is anticipated by the individual that makes him/her perform the task or behavior, not taking into regards the task itself, because the individual is thus motivated from an external source rather than the within themselves (Chalak

and Kassaian, 2010). The instrumentally or extrinsically motivated learner concentrates on achieving some external rewards or targets which have nothing to do with his or her own beliefs and values (Ryan and Edward, 2000). Such learners usually aim to obtain a good mark, receive praise, satisfy their parents' desires, or prove to be a good student. However, extrinsic motivation "implies some kind of external pressure which, once removed, may result in the language learner quitting the foreign language learning" (Noels, Clement and Pelletier, 2001).

2.2.2.1 Motivational Orientations

Gardner (1985) identified two types of motivational orientations: integrative and instrumental. The integrative orientation refers to a desire to learn a foreign language in order to have contact with, and perhaps to identify with, members of that foreign language community. This orientation can be contrasted with the instrumental orientation, which refers to a desire to learn a foreign language to achieve some practical goals such as job advancement or course credits (Noels, Clement and Pelletier, 2001). A learner with integrative motivation is interested in learning about the culture and people of the target language to become a member of their community. Gardner (2010) believes that a learner with integrative motivation welcomes new beliefs and values from the target culture and has positive attitudes towards the target language and its related thought pattern.

Motivation has been identified as one of the most important factors that inspires people to move forward in life. Motivation results from the interaction of both conscious and unconscious factors. Mastering motivation to allow sustained and deliberate practice is central to high levels of achievement.

As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the learning of English as a foreign language would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. The opportunities to use the target foreign language in daily and verbal exchanges are relatively restricted. There is also limited potential for integration into the target language community. In contrast to integrative motivation in the form of motivation referred to as "instrumental motivation." This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000).

With instrumental motivation, the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translating work, or achieving higher social status. Instrumental motivation is often characteristic of second

language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired. (Hudson, 2000).

While both integrative and instrumental motivations are essential elements of success, it is integrative motivation that has been found to sustain long-term success when learning a second language, as suggested in Chalak, & Kassaian, (2010). In some of the early research conducted by Gardner and Lambert, integrative motivation was viewed as being of greater importance in a formal learning environment than instrumental motivation. In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that, generally, students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and, overall, more successful in language learning.

One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and, therefore, no chance to interact with members of the target group. The social situation helps to determine both what kind of orientation

learners have and what is most important for language learning (Brown, 2001).

Brown (2001) has also pointed out that as English has become an international language, it is not uncommon for second language learners to be successful with instrumental purposes being the underlying reason for study. He then makes the point that both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Motivation is an important factor in foreign language achievement. For this reason, it is important to identify both the type and combination of motivation that assist in the successful acquisition of a second language. At the same time, it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors that are unique to each language learner.

2.2.3 What is Communication?

Communication, as defined by the Oxford dictionary, is "the imparting or exchanging of information by speaking, writing, or using some other medium; and sending or receiving information." As a management function, communication is the process of creating, communicating, and interpreting ideas, facts, opinions, and feelings about work performance, organizational effectiveness and efficiency, and goal attainment in an organization. In business, effective communication is a must, and no organization can succeed, progress, or build a reputation without effective communication skills. Poor communication systems may result in mismanagement and bad business results. (Stephen Robbins and et al. 2015).

Communication is neither the transmission of a message nor the message itself. It is the mutual exchange of understanding that originates with the receiver. Communication needs to be effective in business and is the essence of management. The basic functions of management: planning, organizing, staffing, directing, and controlling, cannot be performed well without effective communication. "A common language equates as the most significant requirement in means for proper communication" (Anca, 2015).

Business communication now involves a constant flow of information and the responses available are integral to business communication. This is because there are now large organizations and institutions that involve a very large number of individuals that have various levels of hierarchy. The greater the number of levels in a hierarchy, the more difficult the job becomes to

manage the organization. This is where communication plays a very important role in the process of directing and controlling the people in an organization. Immediate feedback can be obtained and any misunderstanding can be avoided. There should also be effective communication between superiors and subordinates in the organization because it is essential for success and growth in an organization. As a result, any communication gaps should be avoided in any organization.

Business communication is now goal oriented communication between individuals in and out of the organization, which is clearly described through the rules, regulations, and policies of the company. Also, there are now certain rules and norms that regulate how business communication is done. Before, it was found that business communication was limited to telephone calls, paper-work and so forth. Now, after technological advancements, there are emails, phones, video conferences, and etc. to support better business communication and lead to building the organization and overall benefit of an organization.

Business communication can be of two types:

1. Oral communication: Oral communication can be either formal or informal. Usually, in business communication, the formal methods of communication are done in such: meetings, group discussions, interviews, speeches etc.
2. Written communication: is the written method of business communication and is done through reports, manuals, agendas, and so on.

Effective communication is essential in that the message must be understood by the recipient in the same terms as intended by the sender and have a response within a time frame. Thus, communication is a two-way process and is incomplete without feedback from the recipient to the sender on how well the message was understood by him (2021 Management Study Guide [MSG]).

2.3 Context of Study

2.3.1 Gardner's Attitude and Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (AMTB) is a research instrument which has been developed to assess the major affective components shown to be involved in second language learning. The AMTB has been developed to fill this need and "its development follows more than 20 years of research,

much of which has been directed to the investigation of English" (Gardner, 1985). To this day, its major applications have involved "investigations of the correlations of sub-tests and composite test scores with indices of language achievement and behavioral intentions to continue language study, the effects of specific programs, excursions, etc., on attitudinal/motivational characteristics, and the relation of attitudes and motivation." (Shams, 2008)

It provides a reliable and valid index of the various attitudinal and motivational classroom behavior characteristics which researchers may wish to investigate in many different contexts. The main reason behind selecting Gardner's AMTB in many studies is its established validity and reliability (Shams, 2008). The configuration of the Attitude/Motivation Test Battery varies and differs to a certain degree from form to form conditional upon the purpose for which it is intended for. There has been many different forms for the attitude and motivation test battery and the novel and original interpretations as well as the major concepts, notions, and criteria were developed by Gardner in (1960), and extended by Gardner and Lambert (1972). The most updates full-scale items development and concerned with being consistency and reliability, by have numerous sub-tests developed has led to the present version of the AMTB that was initiated by Gardner and Smythe. Gardner and Smythe (1981), research and tests also provide summary of their primary cross validation for AMTB reliability and validation. (Gardner and Smythe, 1981).

The Attitude Motivation Test Battery (AMTB) is comprised of scales assessing the individual's affective reactions toward various groups, individuals and concepts associated with second language acquisition, and consequently discretion is required of the user. (Tahaineh et al., 2013) It should be noted that the majority of the items are positively worded. As stated before, the individuals test scores should not be compared, made public, nor discussed with other specific individuals. This test represents the attitude inferred on the basis of individuals' opinions about specific items, and the individual or student may give answers which they feel are desirable or "correct".

Close attention should be exercised when administering the test to avoid any confounds related to social desirability, and results should be evaluated with caution. The degree of confidence that can be placed in the results of the attitude and motivation test battery (or any other attitude test for that matter) is influenced by the care with which it is administered, and it is recommended that the test not be given at times when responses to the various scales will be unduly influenced. Impending exams, upcoming holidays are examples of situations that could impact students' replies. It's best to allow the student or participant to have adequate time and privacy to have their unbiased opinion given (Gardner, 1985).

When the AMTB is used to evaluate specialized programs, it is recommended that the testing be separated from the application in question.

While this may not always be practicable, the user can at the very least minimize the association. A long time span between the test administration and the start or completion of the program is one technique to do this; another is to use test administrators who are not affiliated with the program. The test battery can be given to a class or a group of pupils. It is advised that the group should not exceed 50 at the upper grade levels and 25 at the lower grade levels, and that at least two examiners be present to avoid disruption caused by questions and questionnaire distribution. (Gardner, 1985)

Although younger kids are expected to take longer than older students, any student in grades 7 to 11 should be able to finish the battery in no more than 30 minutes. The examiner's actions should be as unobtrusive as feasible. It is best to avoid moving from one student to another or peeking at a student's responses. Students' disruptive behavior, such as talking or creating excessive noise, should be discouraged. Unwanted noise or disruptions could have an impact on the student responses. If an evaluator is asked a question about the meaning of a certain object, it is critical that the evaluator's answers stay within the meaning as much as possible. This is why significant "care should be taken in the administration of the test to reduce possible confounds due to social desirability, and scores should be interpreted with caution" (Gardner, 1985).

2.3.2 Business Administration Degree in Hebron Governorate Universities

According to the Merriam-Webster dictionary, a business administration degree is defined as "a program of studies in a college or university providing a general knowledge of business principles and practices." Since the time it was coined, "business administration" has also been directly related to education.

This degree is conferred after four years of full-time study in one or more areas of business concentration. The bachelors' in business administration (BBA) program usually includes general business courses and advanced courses for specific concentrations.

This degree is designed to give a broad knowledge of the functional aspects of a company and their interconnections while also allowing specialization in a particular area. The bachelors' in business administration (BBA) programs thus expose students to a variety of "core subjects" and generally allow students to specialize in a specific academic area.

This degree also develops the student's practical, managerial, and communication skills, and business decision-making capability. Many programs incorporate training and practical experience, in the form of case projects, presentations, internships, industrial visits, and interaction with experts from the industry (Miranda et al., 2012).

2.3.2.1 Hebron University

Hebron University (HU) was established in 1971 by Sheikh Muhammad Ali El-Jabari to promote higher education in Hebron city and was the first university in Hebron to open. Hebron University currently has over 15 colleges, and the College of Finance and Management provides students the opportunity to complete their bachelor's degree in business administration.

To complete a bachelor's in business administration, here is a list of the following courses that students need to complete. All these courses required are taken in the English language and use English sources and textbooks to complete.

.1	Principles of Business Management
.2	Principles of Business Management
.3	Principles of Accounting 1
.4	Principles of Accounting 2
.5	Business Law
.6	Principles of Microeconomics
.7	Business English
.8	Statistical Applications in Management
.9	Principles of Marketing
.10	Principles of Public Administration
.11	Business Research Methodology

.12	Financial management
.13	Marketing Management
.14	Business Communications
.15	Managing Functions of Contemporary Organizations
.16	Human Resources Management
.17	Purchasing and Supply Chain Management
.18	Organization Theory
.19	Organizational Behavior
.20	Small Business & Entrepreneurship Management
.21	Production and Operations Management
.22	Electronic Commerce
.23	Total Quality Management
.24	Quantitative Techniques in Decision Making
.25	Strategic Management
.26	Cases in Management
.27	Business ethics
.28	Seminar in Business Management
.29	Practicum Applications
.30	Project Management
31.	Control and Governance

The textbooks used to teach these courses are internationally used in business and used worldwide, which allows for a common educational background to be acquired for a student studying for a bachelor's in business administration.

For further details and information about Hebron University, the website link is:

www.portal.hebron.edu

2.3.2.2 Palestine Polytechnic University

Palestine Polytechnic University was founded in 1978 by the University Graduates Union (UGU), which is a non-profit organization in the Hebron district. PPU has 8 colleges and offers 41 bachelor's degrees, 29 diploma degrees, and 10 master's degrees. Regarding its bachelor's degree in Business Administration, it offers the same required courses similar to Hebron University and also includes a minor degree with Business Administration as the major, which includes courses in Accounting, Project Management, and Entrepreneurship and Business Innovation. The curriculum and courses are taught in English, and the textbooks and resources are similar to the texts Hebron University offers.

For further information about the PPU, their website link is:

www.ppu.edu

2.3.2.3 Palestine Technical University-Kadoorie (Arroub Branch)

Palestine Technical University (PTU) is one of the oldest universities to open in Palestine and was established in 1930 in Tulkarem. PTU has improved a lot after its first establishment and has been around even before the Israeli occupation. PTU has two other branches located in Ramallah and a branch in Arroub (Hebron).

The Arroub branch of Palestine Technical University strives to expand and opened its bachelor's degree in business administration in 2015/2016. Its bachelor's in business administration also has a minor in e-commerce and includes courses related to e-commerce with the required courses of a BBA. The required courses in PTU for a bachelor's degree in business administration/ minor in e-commerce are as follows:

1. Principles of Finance
2. Principles in Microeconomics
3. Principles in Macroeconomics
4. Financial Accounting 1
5. Financial Accounting 2
6. Principles in Marketing
7. Principles in Statistics
8. Business Language and Communications
9. Business Research Methodology
10. Organizational Behavior
11. Human Resources Management
12. Production and Operations Management
13. Strategic Management

14. International Business
15. E-commerce
16. Practicum Applications
17. Systems Analysis and Design of Accounting Information
18. Computer Networks
19. Operations Research
20. Management Information Systems
21. Electronic Administration
22. E-marketing and its Applications
23. Java programming for Electronic Businesses
24. Database systems
25. Programming and Electronic Business Applications
26. Multimedia Systems
27. Electronic Monitoring and Control
28. Legal and Ethical Cases in e-Business
29. Electronic Supply Chain Management
30. Entrepreneurship Management
31. Business ethics
32. Total Quality Management

These courses are administered in the English language, and their textbooks and references are also given in English. The exception is that some cases are given in the native language of Arabic, which is for legal and ethical cases in e-business. As for the other courses, their textbooks and resources are available in the English language and the exams and terminology administered for these courses are in English.

For further information about PTU, their website link is:

www.ptuk.edu.ps/arrob

2.4 Similar Studies

2.4.1 Motivation and Attitude of Students Towards Learning English Language

Alaga, Nathalie & Alaga, C. (2019).

This descriptive study aimed to look and determine the level of motivation and attitude towards learning the English language. This is in part because motivation and a positive attitude have been widely viewed by many researchers to be key factors that influence the success of learning English language. Alaga also sought to find out what the relationship was between the participants' responses and to determine their level of motivation and attitude. This study used the AMTB and the results showed that the participant level of motivation was moderately high and they had a positive attitude towards learning English as a second language.

2.4.2 An Evaluation of EFL Students' Attitudes Toward English Learning in Terms of Several Variables

Tamador Khalaf Abu Snoubar (2016)

This study pays attention to understanding the attitudes of the students at Balqa Applied University as well as how they learn English as a foreign language. It aims to contribute to the gap in the field of students' attitudes towards learning English in the Arab world. It then addresses to see what the attitudes of Al-Balqa Applied University EFL students towards learning English are and if they are due to gender. It also looked at the attitudes due to their field of study. This study consisted of 176 students, 68 male and 108 female, were 38.1% majored in scientific faculties and 61.9% were in humanities faculties. The instrument used is a questionnaire adapted from Gardener's (1985) attitude and motivation test battery (AMTB). The score given was moderate at 3.44, which gave an overall positive attitude towards English, and females had a more positive attitude towards English, and there wasn't a significant difference due to the field of study.

2.4.3 Attitudes and Motivation in learning English as Second Language in high school students

Sayid Dabbagh Ghazvinia , Milad Khajehpour (2020)

This study aims to understand what the attitudes and motivations toward learning English are for Iranian students in high schools in Tehran. This study aims to look at motivation as a key factor because, as stated, it has been widely accepted by both teachers and researchers that it influences the rate and success of second/foreign language learning. The sample in this study consisted of 123 male and female students from two high schools in the second academic year. The instrument used was a questionnaire that contains 18 items to understand integrative and instrumental motivation for learning English as a second language. The results showed that the female students were more integratively motivated and the male students were more instrumentally motivated to learn English. It was also found that the females had a more positive attitude towards learning English than the male students. Females were also found to be 'inclined to bilingualism.'

2.4.4 Attitude and Motivation for English Learning

Liu Chen (2014)

This study mainly addresses motivation as one of the key factors that influence the process and outcome of second and foreign language learning. It then focuses on analyzing the different distinctions of motivation, which are instrumental motivation and integrative motivation. This study uses a questionnaire for Kormos and Dörnyei, which is based on Gardner and Lamberts' AMTB that research, to have the main findings be that most of the present non-English-major university students are instrumentally motivated, and students from the Science Department are a little more motivated than students from the Arts Department. This study was carried out to shed light on how current college English language teaching is motivated.

2.4.5 Attitudes and Motivation Towards Learning English Among FELDA School Students

Mat, Siti Hadijah Che. (2014).

This study addresses how attitude and motivation are key factors to successful second language acquisition and is aware of the rising importance of English. It then states that the problem of poor second language acquisition of English stems from primary school students' having a lack of motivation and a poor attitude towards English and learning the language. This study had 40 respondents (between 10-12 years old) who took part in this preliminary study, and their data was collected as a questionnaire survey and interviews and then analyzed using descriptive statistics. The findings suggest that students are highly motivated, have positive attitudes towards learning English and are instrumentally motivated.

2.4.6 Motivation and Attitudes towards English Language Learning in Thailand: A Large-Scale Survey of Secondary School Students

Pariwat, Imsa-Ard (2020)

This study looks at Thai EFL secondary school students' motivation and attitudes towards learning English. This study had 640 participants, of secondary school students from all over Thailand. And the data was collected using the AMTB modified to 34 items, which was adapted from Gardner's (2004) international version. The results were analyzed using descriptive statistics and content analysis, and the findings revealed a positive score for high motivation.

2.5 Summary

This chapter provides information and discusses important key words and terms that are clearly stated throughout the context of this research. Attitude, motivation, and communication definitions were clearly defined and explained and are relevant information. The Attitude and Motivation Test Battery (AMTB) is also discussed because it is was used as a data collecting tool for this study. Business administration is also discussed since the participants of this research are students that study BA. This chapter also provides information regards the universities in the Hebron Governorate that were involved. Similar studies that used the same data collection and studied the same subjects were also analyzed in this chapter.

Chapter Three:

Research Methodology

3.1 Introduction

This chapter addresses the methodology in detail for this research. It shows the process that was followed to obtain the answers to the research questions in Chapter One. The methodology of this research explains the population and sample unit, the study questionnaire, and its items, which is the instrument used to obtain information for this research.

This is a descriptive case study and was completed using a valid and reliable worldwide known instrument, which is the Gardner and Lambert Attitude and Motivation Test Battery (AMTB). This is why a pilot study wasn't necessary to be conducted to test the validity and reliability. The questionnaire used was narrowed to 25 items from the original questionnaire items and was administered face to face. There were 225 responses received from the 3 universities that took part in the Hebron Governorate. The questionnaire was completed between September and October of 2021.

3.2 Research Design:

Research design is defined by Akhtar et. al. (2016) as the plan of the proposed research work or the "glue" that holds the elements of the research together. It describes the methods of finding out the answers to the research questions. This study follows a quantitative approach design for collecting the data because the items are measured using the 5-point Likert scale. This allows us to get clear empirical data to answer the research questions and obtain the required information.

The study used descriptive statistics for analysis and was done using SPSS version 26 to analyze the results. The descriptive statistics analyzed in this study comprised of: frequencies, percentages, means, comparisons, and data visualizations.

This study was a descriptive research case study because it's the most suitable for this subject matter since it seeks to observe and describe by collecting data and information to understand what the business student's attitudes and motives are towards learning English as a foreign language.

3.3 Population and Sample

The population of the study consisted of undergraduate business administration students studying in universities and colleges in the Hebron Governorate, and they were randomly selected. The sample had to be students studying for their bachelor's in business administration. The universities and colleges that were studied were: 1. Hebron University 2. Palestine Polytechnic University 3. Palestine Technical University. there were 300 questionnaires that were printed and handed out to business administration students. Only 225 completed questionnaires were returned. The time allotted to gather data was in September and October 2021. The researcher had to visit the universities first hand to receive the completed questionnaire and to make sure the study sampling was only made up of business administration students. All the participants that took part in this study were completing their bachelor's in business administration.

3.4 Data Collection

This research aims to investigate and determine what the business student's attitude and motivation are towards learning English. The data collection method used to collect this information is by using Gardner's and Lambert's Attitude and Motivation Test Battery (AMTB). This questionnaire was

designated to determine what the attitude and motivation are towards learning a second language or a foreign language. The original AMTB consisted of 128 items and was then modified to fit the population studied. Gardner (1985), initially established this tool in 1960 and then with continuous research and modification, he provided valid and reliable data with updating this tool to fit with the researches to modify and update for the region and individuals researched.

3.5 The Data Collection Instrument:

The instrument used was the Gardner's' and Lamberts' Attitude and Motivation Test Battery (AMTB) questionnaire, which is measured using a 5-point Likert Scale format. The Attitude and Motivation Test Battery (AMTB) based on Gardner and Lambert to determine foreign language acquisition uses the 5-point Likert scale format (Gardner, 1985). The 5-point scale will range from 'Strongly Agree' to 'Strongly Disagree'. The 5-Point Likert scale is defined as a type of psychometric response scale in which responders specify their level of agreement to a statement, typically in five points: (1) strongly disagree; (2) disagree; (3) Neither agree nor disagree (Undecided) ; (4) agree; (5) strongly agree (Preedy and Watson, 2010).

I should indicate that Gardner's instrumental and integrative types of motivation were adopted because such a classification offers "an impetus

to the study of language attitudes and motivation that had previously been lacking" (Benson, 1991, p.35). The adopted and slightly adapted questionnaire has 64 items. Most of the 64 items were adopted from Tamimi & Shuib (2009) and Chalak & Kassaian (2010).

In regards to the questionnaire as well, the questions were administered in Arabic, the mother tongue, and were first translated from English to ensure clarity and understanding for the participants. The questionnaire was divided into sections for personal information, attitude statements, instrumental motivation statements, and integrative motivation statements.

This research aimed to understand if the students had a positive or negative attitude towards learning English as a foreign language. In addition, it sought to determine what the motivational orientation was towards learning English as a foreign language, and if this motivation was instrumental or integrative.

3.5.1 The Questionnaire Items

For the study that is utilized, the first part of the questionnaire pertains to personal information and addresses to determine:

1. Gender
2. Age
3. University
4. Hometown

For the second part of the study, the questionnaire was adapted and modified to consist of 25 questionnaire items, all based on the original Attitude and Motivation Test Battery (AMTB), to gather the most relevant items that are of high importance to obtaining information regarding attitude and motivation towards learning English.

Attitude Questions

1. I believe that the English language is more useful than my first language.
2. I believe that the English language is more prestigious than my first language.
3. I believe that the English language is more important than my first language in my studies.
4. I believe the English language is important for people to communicate.
5. I think the English language is important to be used for instruction in universities.
6. The language that I hate the least is English.
7. I am proud of the English language.
8. I believe that English is an international language.

9. I think that English is the language used most widely in the world.
10. I think knowing English is important in understanding people from other countries.
11. I like learning English.
12. I think learning English is really great.

Instrumental Motivation Questions

13. Learning English will enable me to get a job easily.
14. I put off my English homework as much as possible.
15. Learning English is not a waste of time.
16. Learning English will enable me to carry out my tasks more efficiently.
17. Learning English will further my education.
18. I learn English because it's a university requirement.

Integrative Motivation Questions

19. I would like to know more native English speakers.
20. I have a strong desire to know all aspects of English.

21. If Palestine had no contact with English-speaking countries, it would be a loss.
22. Studying English is important because it will allow me to be more at ease with people who speak English.
23. Studying English is important because it will allow me to meet and converse with more people.
24. Knowing English is important in understanding the cultures of English-speaking countries like the USA and the UK.
25. If I have the chance, I would like to travel to English speaking countries like the USA and UK.

3.6 Reliability and Validity

The AMTB is reported to have good reliability and validity (Gardner, 1985). Additionally, the Cronbach's Alpha coefficient test was done for the sixty four (64) items, result revealed that alpha value is .96, suggesting that the items have relatively high internal consistency. The Attitude/Motivation Test Battery (AMTB) is also found that it lacks discriminant validity because its measures and items are found to correlate with each other (Gardner, 1985).

3.7 Summary

Chapter three of this research addressed the research design, which followed a quantitative approach and was described as a descriptive research. The population and sample and the data collection tool used were the AMTB. The questionnaire provided a personal information section and then used 25 items from the AMTB. These items were separated by attitude and motivation (integrative and instrumental motivation). This concludes that the methodology was described in detail for how this research was conducted.

Chapter Four:

Empirical Results and Analysis

4.1 Introduction

This chapter primarily aims to present the results of examining and answering the data collected for the research questions. The collected data were processed and analyzed using the statistical software package for social sciences (SPSS v.26) and the data was gathered using Microsoft Office 2010 Excel and SPSS.

4.2 Statistical Frequencies

In statistics, the frequency of an event is the number of times the observation occurred/recorded in an experiment or study. Frequency statistics simply counts the number of times that each variable occurs and is also represented by graphs (Semaths, 2020).

Table (1):

University Quantitative Frequency and Percentage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hebron University	89	39.6	39.6	39.6
	Polytechnic University	84	37.3	37.3	76.9
	Palestine Technical University	52	23.1	23.1	100.00
	Total	225	100.0	100.0	

Table (1) shows the quantitative frequencies for the number of participants in this research and the universities involved. The students that participated in Hebron university were 89 students, in Polytechnic university 84 students, and Palestine Technical university were 52 students which totalled to 225 students.

Table (2):

The Quantitative Frequency in Regards to Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	40.9	40.9	40.9
	Female	133	59.1	59.1	100.0
	Total	225	100.0	100.0	

Table (2) shows the difference of the participants, according to gender, that were female and male in this study. 59.1% of the participants were female and 40.9% of the participants were male.

Table (3): Hometown Quantitative Frequency of Participants

Difference

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Hebron	100	44.4	44.4	44.4
Hebron Towns/Villages	112	49.8	49.8	94.2
Other	13	5.8	5.8	100.0
Total	225	100.0	100.0	

Table (3) gives the count of the participants that were in this study in regards to their hometown. There were 100 participants that are from Hebron city, 112 that reside in the towns and villages in Hebron, and 13 live in another area which are in other cities, such as Bethlehem and Jerusalem.

Table (4): The Quantitative Frequency in Regards to Age

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	14	6.2	6.2	6.2
	19	54	24.0	24.0	30.2
	20	89	39.6	39.6	69.8
	21	55	24.4	24.4	94.2
	22	12	5.3	5.3	99.6
	23	1	.4	.4	100.0
	Total	225	100.0	100.0	

Table (4) displays the ages of the participants in this study. The range of age for the bachelor's business administration students was from 18-23 years old. There were 14 students aged 18, 54 students were 19 years old, 89 students were age 20, 55 students were 21 years of age, 12 students were 22 years of age, and 1 student was 23 years old. This is the normal range for the age of students who study their bachelor's in business administration.

Figure (1): Pie Chart displaying Quantitative Frequency for Age

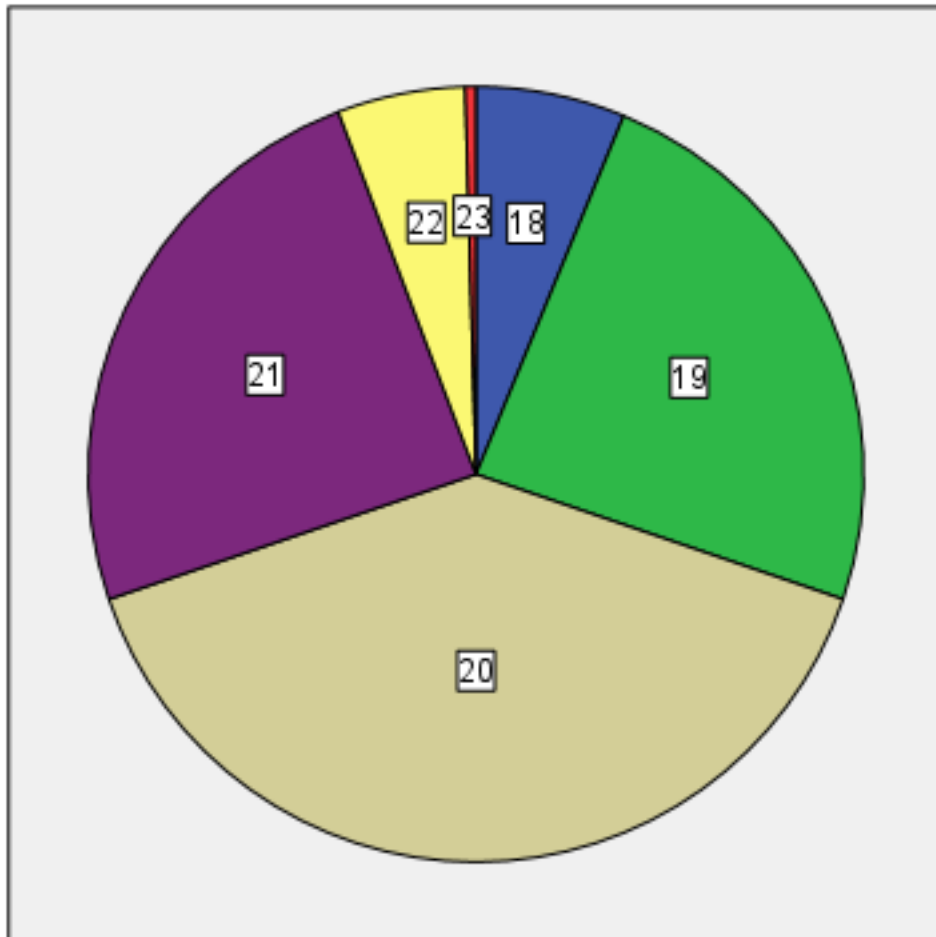


Figure (1) is a pie chart that gives a visual representation with regard to the ages of the participants in this study. This pie chart allows us to notice that most of the business students that partook in this study were aged 20 while the least was 23 years of age.

4.3 Descriptive Statistical Analysis Measures of Central Tendency and Dispersion

4.3.1 Introduction

Descriptive statistics can be divided into two major categories, which are: the measures of central tendency and measures of dispersion. These types of measures focus on different essential characteristics of distributions. This leads to a situation where a broad description of a distribution can be obtained from a relatively small set of central tendency and dispersion measures from these two categories. Measures of central tendency measures and describe a distribution in terms of its most "frequent", "typical" or "average" data value. The descriptive statistics most often used for this purpose are the mean (the average), the mode (the most frequently occurring score), and the median (the middle score).

Descriptive statistics allow us to go beyond the mere description of a distribution. It is also used for statistical inference, which permits generalizing from the limited number of observations in a sample to the whole population (Basic Tools of Research, Ch 8, pg 104).

4.3.2 What is the mean result in comparison to gender?

In order to answer this question, the independent sample t-test was used as follows:

Table (5): Test of response differences regarding Business students' Attitudes towards learning English due to gender variable

Gender	Mean	Standard Deviation SD	Difference Value	t-value	Sig
Male	3.8656	0.4498	-0.1281	-2.134	0.034
Female	3.9937	0.4389			

* The impact is statistically significant at ($\alpha \leq 0.05$)

Table (5) indicates that the difference between the means of male and female answers regarding business students' attitudes towards learning English was (-0.1281) and in favor of females. This is found to be statistically significant. The value of t calculated ($t=-2.134$) and with significance level of ($\text{Sig}=0.034$) and it is less than 0.05. Thus, it can be said that:

“There is a difference in the business students' responses regarding the attitudes towards learning English due to gender and in favor of females”.

Table (6): Test of response differences regarding business students' motivation towards learning English due to gender variable

Gender	Mean	SD	Difference Value	t-value	Sig
Male	4.0248	0.4280	0.0418	0.733	0.464
Female	3.9830	0.4178			

* The impact is statistically significant at ($\alpha \leq 0.05$)

Table (6) shows that the difference between the means of male and female responses regarding business students' motivation towards learning English was (0.0418) and in favor of males. It was statistically non-significant difference, as the value of t calculated ($t=0.733$), with significance level ($\text{Sig}=0.464$) and it is greater than 0.05. Thus, it can be said that:

“There is no difference in the business students' responses regarding motivation towards learning English due to gender variable”.

Table (7): Test of response differences regarding business students' attitudes and motivation towards learning English due to gender

Gender	Mean	SD	Difference Value	t-value	Sig
Male	3.9718	0.3817	-0.0147	0.301	0.764
Female	3.9865	0.3485			

* The impact is statistically significant at ($\alpha \leq 0.05$)

Table (7) specifies that the difference between the means of male and female responses regarding business students' attitudes and motivation towards learning English was (0.0417) and in favor of females. It was statistically non-significant difference, as the value of t calculated ($t=0.301$), with significance level ($Sig=0.764$) and it is greater than 0.05. Thus, it can be said that:

“There is no difference in the business students' responses regarding attitudes and motivation towards learning English due to the variable of gender”.

4.3.3 What is the mean result in comparison to the different universities participated?

In order to answer this question, One-way analysis of variance ANOVA was used as follows:

Table (8): Test of response differences regarding business students' attitudes towards learning English due to university variable

University	Source of Variance	Sum of Squares SOS	Degrees of Freedom DF	Mean Squares MS	F calculated F cal	Sig
Business students' attitudes towards learning English	Between groups	0.451	2	0.225	1.130	0.325
	Within groups	44.287	222	0.199		
	Total	44.738	224			

Table (8) displays the absence of statistically significant differences in the business students' responses regarding the attitudes towards learning English due to university, as the value of F calculated was not statistically significant at (2) degrees of freedom at ($\alpha \leq 0.05$) with a value (1.130) and a significance level (Sig=0.325) and it is greater than 0.05. Thus, it is clear that:

“There is no difference in the business students' responses regarding the attitudes towards learning English due to the variable of university”.

Table (9): Test of response differences regarding business students' motivation towards learning English due to university variable

University	Source of Variance	SOS	DF	MS	Fcal	Sig
Business students' motivation towards learning English	Between groups	0.470	2	0.235	1.325	0.268
	Within groups	39.338	222	0.177		
	Total	39.808	224			

Table (9) indicates the absence of statistically significant differences in the business students' responses regarding the motivation towards learning English due to university, as the value of F calculated at (2) degrees of freedom was not statistically significant at ($\alpha \leq 0.05$) with a value (1.325) and a significance level (Sig=0.268) and it is greater than (0.05). Thus, it is clear that:

“There is no difference in the business students' responses regarding the motivation towards learning English due to the variable of university”.

Table (10): Test of response differences regarding business students' attitudes and motivation towards learning English due to university variable

University	Source of Variance	SOS	DF	MS	F cal	Sig
Business students' attitudes and motivation towards learning English	Between groups	0.085	2	0.042	0.322	0.725
	Within groups	29.243	222	0.132		
	Total	29.328	224			

Table (10) specifies the absence of statistically significant differences in the business students' responses regarding the attitudes and motivation of learning English due to university, as the value of F calculated at (2) degrees of freedom was not statistically significant at ($\alpha \leq 0.05$) with a value (0.322) and a significance level (Sig=0.725) and it is greater than (0.05). Thus, it is clear that:

“There is no difference in the business students' responses regarding the attitudes and motivation towards learning English due to the variable of university”.

4.3.4 What the mean result is in comparison to the hometown or place of residence?

In order to answer this question, One-way analysis of variance ANOVA was used as follows:

Table (11): Test of response differences regarding business students’ attitudes towards learning English due to hometown

Hometown	Source of Variance	SOS	DF	MS	F cal	Sig
Business students’ attitudes towards learning English	Between groups	0.037	2	0.019	0.092	0.912
	Within groups	44.701	222	0.201		
	Total	44.738	224			

Table (11) indicates the absence of statistically significant differences in the business students’ responses regarding attitudes towards learning English due to hometown, as the value of F calculated at (2) degrees of freedom was not statistically significant at ($\alpha \leq 0.05$) with a value (0.092) and a significance level (Sig=0.912) and it is greater than (0.05). Thus, it is clear that:

“There is no difference in the business students’ responses regarding the attitudes towards learning English due to the variable of hometown”.

Table (12): Test of response differences regarding business students' motivation towards learning English due to hometown

Hometown	Source of Variance	SOS	DF	MS	F cal	Sig
Business students' motivation towards learning English	Between groups	0.656	2	0.328	1.859	0.158
	Within groups	39.152	222	0.176		
	Total	39.808	224			

Table (12) specifies the absence of statistically significant differences in the business students' responses regarding the motivation towards learning English due to workplace, as the value of (F) calculated at (2) degrees of freedom was not statistically significant at ($\alpha \leq 0.05$) with a value (1.859) and a significance level (Sig=0.158) and it is greater than (0.05). Thus, it is clear that:

“There is no difference in the business students' answers regarding the motivation towards learning English due to the variable of hometown”.

Table (13): Test of answer differences regarding business students’ attitudes and motivation towards learning English due to hometown

Hometown	Source of variance	SOS	DF	MS	F cal	Sig
Business students’ attitudes and motivation towards learning English	Between groups	0.300	2	0.150	1.147	0.320
	Within groups	29.028	222	0.131		
	Total	29.328	224			

Table (13) indicates the absence of statistically significant differences in the business students’ responses regarding attitudes and motivation towards learning English due to hometown, as the value of (F) calculated at (2) degrees of freedom was not statistically significant at ($\alpha \leq 0.05$) with a value (1.147) and a significance level (Sig=0.320) and it is greater than (0.05). Thus, it is clear that:

“There is no difference in the business students’ responses regarding the attitudes and motivation towards learning English due to the variable of hometown”.

4.3.5 What are the Mean results in comparison to age?

In order to answer this question, One-way analysis of variance ANOVA was used as follows:

Table (14): Test of response differences regarding business students' attitudes towards learning English due to age

Age	Source of Variance	SOS	DF	MS	F cal	Sig
Business students' attitudes towards learning English	Between groups	6.216	5	1.243	7.067	0.000
	Within groups	38.522	219	0.176		
	Total	44.738	224			

Table (14) indicates that there are statistically significant differences in the business students' responses regarding attitudes towards learning English due to age, as the value of (F) calculated at (5) degrees of freedom was statistically significant at ($\alpha \leq 0.05$) with a value (7.067) and a significance level (Sig=0.000) and it is less than (0.05). Thus, it is clear that:

“There is a difference in the business students' responses regarding the attitudes towards learning English due to the variable of age”.

In order to identify the source of difference, Scheffe test for post hoc comparisons was used, the results were as follows:

**Table (15): Results of Scheffe test for post Hoc comparisons
between Means to identify differences in business students’
responses regarding the attitudes towards learning English due to
the variable of age**

Age	Mean	18	19	20	21	22	23
		4.071	4.215	3.863	3.802	3.778	3.792
18	4.071						
19	4.215	0.144					
20	3.863	-0.208	-0.352*				
21	3.802	-0.269	-0.413*	-0.061			
22	3.778	-0.293	-0.437	-0.085	- 0.024		
23	3.792	-0.279	-0.423	-0.071	- 0.010	0.014	

(*) significant at 0.05

Table (15) indicates that there are statistically significant differences in the Business students’ attitudes towards learning English due to the age between (19 years) and (21 years), where the difference between the two means was (4130.) and in favor of the age (19 years). Thus:

“There is a difference in the business students’ responses regarding the attitudes towards learning English due to the variable of age, in favor of the age (19 years)”.

Table (16): Test of answer differences regarding business students' motivation towards learning English due to Age

Age	Source of Variance	SOS	DF	MS	F cal	Sig
Business students' motivation towards learning English	Between groups	1.115	5	0.223	1.263	0.281
	Within groups	38.693	219	0.177		
	Total	39.808	224			

Table (16) indicates the absence of statistically significant differences in the business students' responses regarding the motivation towards learning English due to age, as the value of (F) calculated at (5) degrees of freedom was not statistically significant at ($\alpha \leq 0.05$) with a value (1.263) and a significance level (Sig=0.281) and it is greater than (0.05). Thus, it is clear that:

“There is no difference in the business students' responses regarding the motivation towards learning English due to the variable of age”.

Table (17): Test of answer differences regarding business students' attitudes and motivation towards learning English due to age variable

Age	Source of Variance	SOS	DF	MS	F cal	Sig
Business students' attitudes and motivation towards learning English	Between groups	2.123	5	0.425	3.418	0.005
	Within groups	27.205	219	0.124		
	Total	29.328	224			

Table (17) indicates that there are statistically significant differences in the business students' attitudes and motivation towards learning English due to the age, as the value of (F) calculated at (5) degrees of freedom was statistically significant at ($\alpha \leq 0.05$) with a value (3.418) and a significance level (Sig=0.005) and it is less than (0.05). Thus, it is clear that:

“There is a difference in the business students' responses regarding the attitudes and motivation towards learning English due to the variable of age”.

In order to identify the source of difference, Scheffe test for post hoc comparisons was used, the results were as follows:

**Table (18): Results of Scheffe test for post Hoc comparisons
between means to identify the differences in business students'
responses regarding attitudes and motivation towards learning
English due to the variable of age**

Age	Mean	18	19	20	21	22	23
		4.024	4.138	3.946	3.872	3.983	3.899
18	4.024						
19	4.138	0.114					
20	3.946	-0.078	-0.192				
21	3.872	-0.152	-0.266*	-0.074			
22	3.983	-0.041	-0.155	0.037	0.111		
23	3.899	-0.125	-0.239	-0.047	0.027	- 0.084	

(*) significant at the significance level 0.05

Table (18) indicates that there are statistically significant differences in the business students' attitudes and motivation towards learning English due to the age between (19 years) and (21 years), where the difference between the two means was (0.266) and in favor of the age of (19 years). Thus:

“There is a difference in the business students' responses regarding the attitudes and motivation towards learning English due to the variable of age, in favor of the age (19 years)”.

4.4 Finding responses with the highest score & lowest score

In order to answer this question, descriptive statistics, represented in the mean, standard deviation, rank and relative importance, were used. The following scale was used to measure the study sample individuals' interest in the items and variables of the questionnaire:

Table (19): Judgment scale of the approval and interest in the items and variables of the questionnaire

Level of importance	Low	Medium	High
Mean	1 – 2.33	2.33 – less than 3.66	3.66- less than 5.00

The level of relative importance was identified according to the mean value of the study sample individuals' answer degrees, through applying the following formula:

$$\text{Relative importance} = \frac{\text{Maximum of the scale} - \text{Minimum of the scale}}{\text{No. of levels}} = \frac{5-1}{3} = 1.33$$

The following is an analysis of the study sample individuals' responses to the items of the questionnaire, in addition to the variables description:

First: Analysis of the business students' responses regarding attitudes towards learning English was conducted.

Table (20): Analysis of the business students' responses regarding attitudes towards learning English

No.	Item	Mean	SD	Rank	Relative Importance
1	I believe that the English language is more useful than my first language	3.244	1.176	10	Medium
2	I believe that the English language is more prestigious than my first language	2.911	1.057	11	Medium
3	I believe that the English language is more important than my first language in my studies	3.880	0.834	8	high
4	I believe the English language is important for people to communicate	4.196	0.666	3	High
5	I think the English language is important to be used for instruction in universities	4.116	0.717	5	High
6	The language that I hate least is English	4.022	0.651	6	High
7	I am proud of the English language	3.538	0.855	9	Medium
8	I believe that English is an international language	4.409	0.635	2	High
9	I think that English is the language used most widely in the world	4.493	0.552	1	High
10	I think knowing English is important in understanding	4.409	0.536	2	High

	people from other countries				
11	I like learning English	3.947	0.639	7	High
12	I think learning English is really great	4.124	0.690	4	High
Attitude		3.941	0.447		High

Table (20) indicates the high level of business students' attitudes towards learning English, where the mean reached (3.941) with standard deviation (0.447). "This indicates a highly positive attitude in regards to the Business Students Attitude towards learning English."

Mean values of items ranged (2.911 – 4.493), with high relative importance for some items and medium relative importance for the others. Item no. (9) Which states that **“I think that English is the language used most widely in the world”** ranked first with mean (4.493), standard deviation (0.552), and high relative importance. Item no. (2) which states that **“I believe that the English language is more prestigious than my first language”** ranked last with mean (2.911), standard deviation (1.056), and medium relative importance.

Figure (2): Analysis of the business students' responses regarding attitudes towards learning English

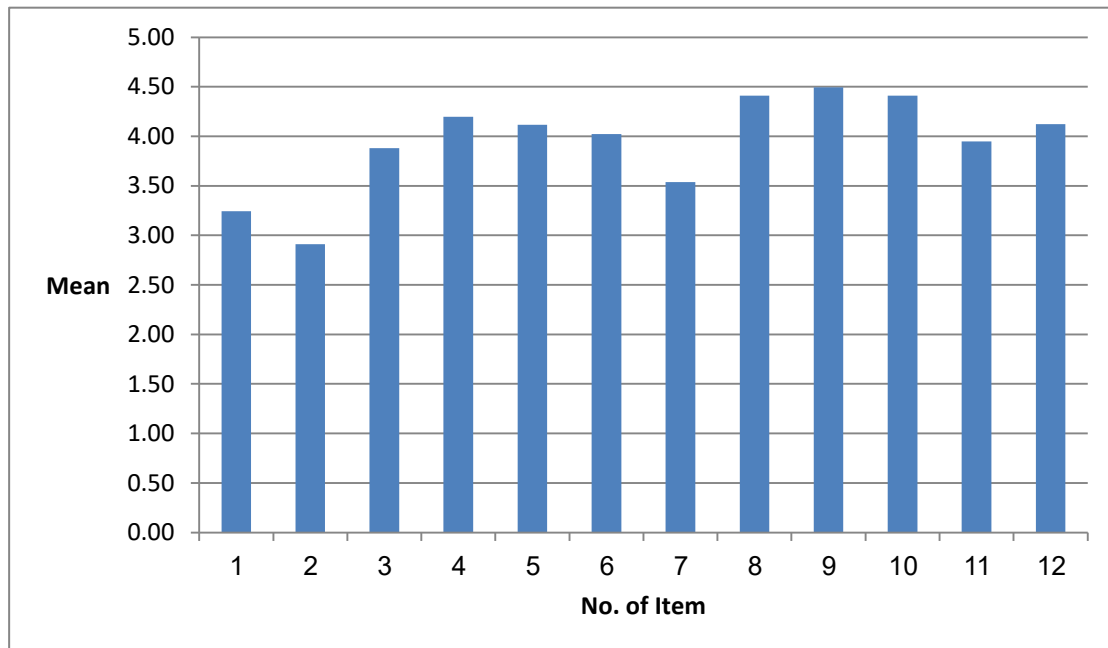


Figure (2) is a bar chart giving a visual representation to the mean responses for the participants regarding the Business Student's attitudes towards learning English.

Second: Analysis of the business students' responses regarding Motivation towards learning English

1- Analysis of the business students' responses regarding the instrumental motivation towards learning English

Table (21): Analysis of the business students' responses regarding the instrumental motivation towards learning English

No.	Item	Mean	SD	Rank	Relative Importance
13	Learning English will enable me to get a job easily	4.227	0.724	2	High
14	I put off my English homework as much as possible	3.800	0.762	5	High
15	Learning English is not a waste of time	4.360	0.626	1	High
16	Learning English will enable me to carry my tasks more efficiently	4.156	0.680	3	High
17	Learning English will further my education	4.080	0.709	4	High
18	I learn English because it a University requirement	3.587	0.913	6	Medium
Instrumental Motivation		4.035	0.409		High

Table (21) shows the high level of business students' instrumental motivation to learning English, where the mean reached (4.035) with standard deviation (0.409).

"This indicates that the business student's instrumental motivation is positive and that they have a positive instrumental motivation towards learning English".

Mean values of items were between (3.587– 4.360), with high relative importance for the majority of items, where the Item no. (15) Which states that **“Learning English is not a waste of time”** ranked first with mean (4.360), standard deviation (0.626), and high relative importance. Item no. (18) which states that **“I learn English because it a University requirement”** raked last with mean (3.587), standard deviation (0.913), and medium relative importance.

Figure (3): Analysis of the business students’ responses regarding the instrumental motivation towards learning English

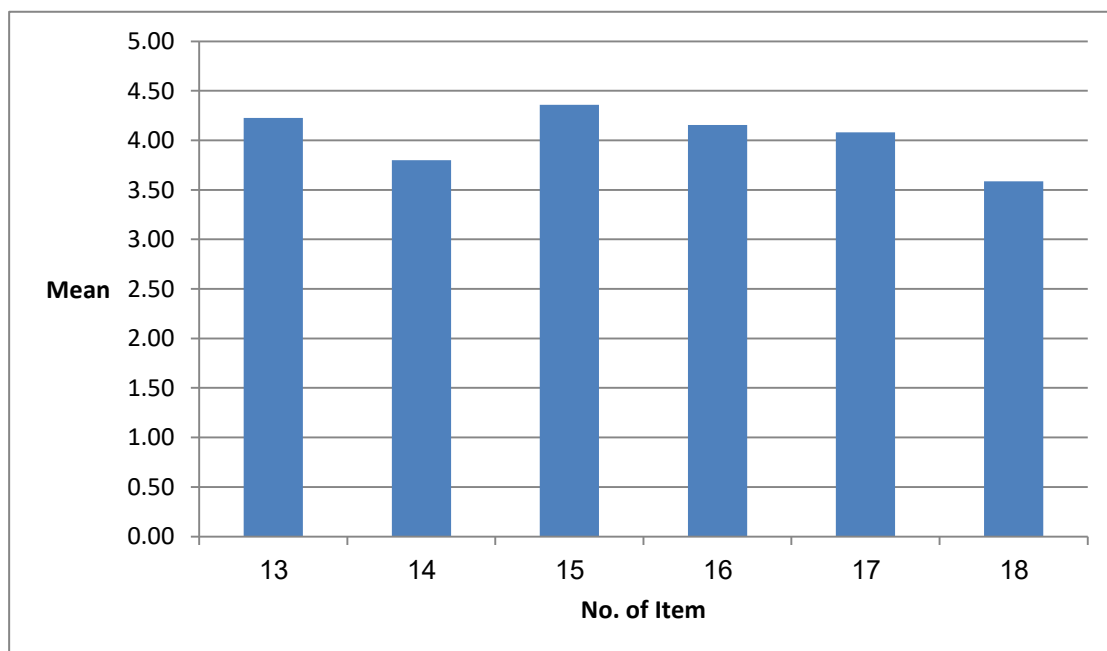


Figure (3) is a bar chart giving a visual representation to the mean responses for the participants regarding the business student's instrumental motivation towards learning English.

2- Analysis of the business students' responses regarding the Integrative motivation towards learning English

Table (22): Analysis of the business students' responses regarding integrative motivation towards learning English

No.	Item	Mean	SD	Rank	Relative Importance
19	I would like to know more native English speakers	3.889	0.830	5	High
20	I have a strong desire to know all aspects of English	3.702	0.943	6	High
21	If Palestine had no contact with English-speaking countries, it would be a loss	3.542	0.972	7	Medium
22	Studying English is important because it will allow me to be more at ease with people who speak English	4.040	0.825	4	High
23	Studying English is important because it will allow me to meet and converse with more people	4.062	0.843	3	High
24	Knowing English is important in understanding the cultures of English-speaking countries like USA and UK	4.316	0.600	1	High
25	If I have a chance, I would like to travel to English speaking countries like the USA and UK	4.209	0.952	2	High
Integrative motivation		3.966	0.587		High

Table (22) specifies the high level of business students' integrative motivation towards learning English, where the mean reached (3.966) with standard deviation (0.587).

"This indicates that the business student's integrative motivation is positive and that they have positive integrative motivation towards learning English".

Mean values of items ranged between (3.542– 4.316), with high relative importance for the majority of items, where the Item no. (24) Which states that **“Knowing English is important in understanding the cultures of English-speaking countries like USA and UK”** ranked first with mean (4.316), standard deviation (0.600), and high relative importance. Item no. (21) which states that **“If Palestine had no contact with English-speaking countries, it would be a loss”** ranked last with mean (3.542), standard deviation (0.972), and medium relative importance.

Figure (4): Analysis of the business students' responses regarding integrative motivation towards learning English

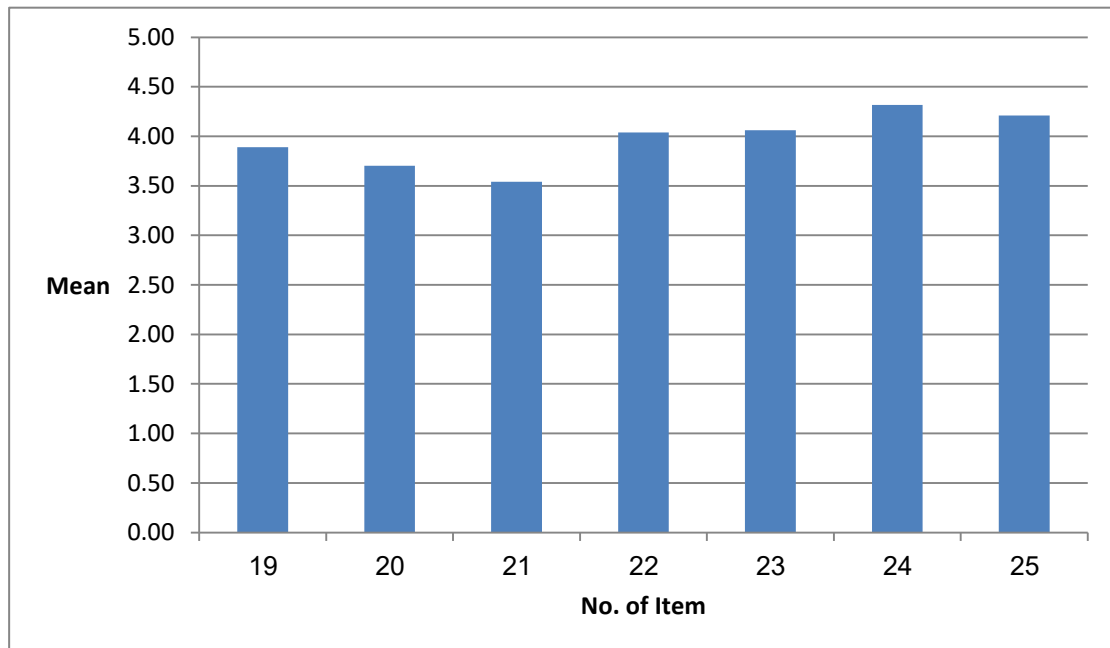


Figure (4) is a bar chart giving a visual representation to the mean responses for the participants regarding the business student's integrative motivation towards learning English.

3- Analysis of the business students' responses regarding motivation towards learning English

Table (23): Analysis of the business students' responses regarding motivation towards learning English

No.	Dimension	Mean	SD	Rank	Relative Importance
1	Instrumental motivation	4.035	0.409	1	High
2	Integrative motivation	3.966	0.587	2	High
	Integrative motivation	4.000	0.422		High

Table (23) indicates the high level of business students' motivation towards learning English, where the mean reached (4.000) with standard deviation (0.422). Mean values of items ranged between (3.966– 4.035), with high relative importance, where the instrumental motivation ranked first with mean (4.035), standard deviation (0.409), and high relative importance. integrative importance ranked second with mean (3.966), standard deviation (0.587), and high relative importance.

Figure (5): Analysis of the business students' responses regarding motivation towards learning English

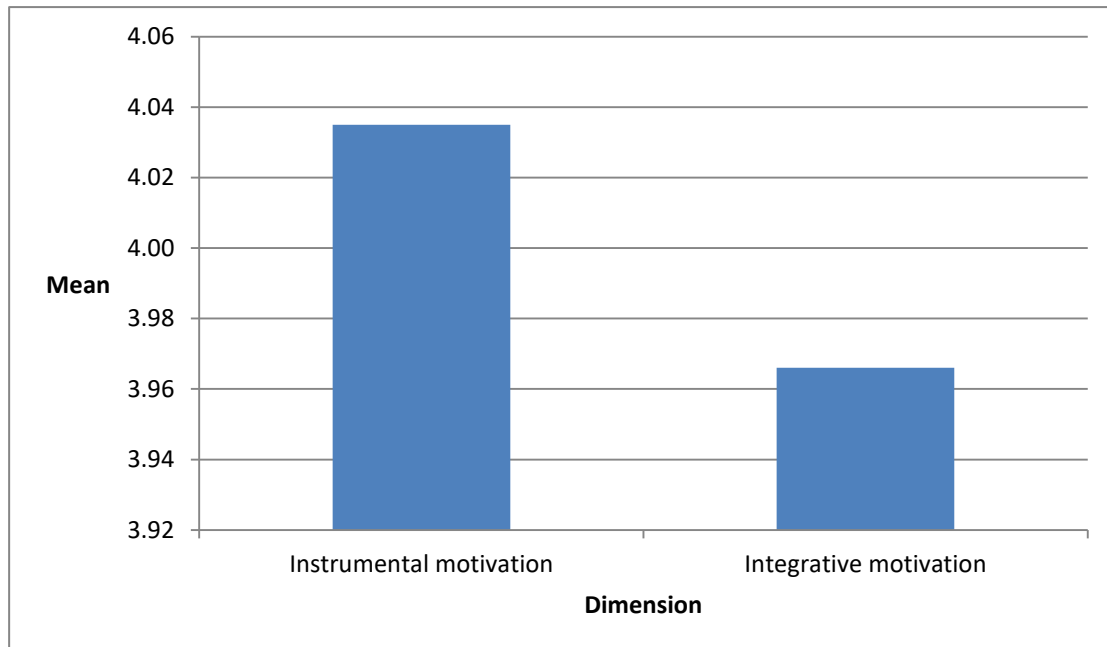


Figure (5) is a bar chart providing a visual representation in regards to comparing instrumental and integrative motivation for the response provided by the business Student's indicating instrumental motivation has a higher mean than integrative motivation.

4.5 Mean results for attitudes questions and motivation questions

In order to answer this question, descriptive statistics, represented in the mean, standard deviation, rank and relative importance, were used, as follows:

Table (24): Analysis of the business students' responses regarding the attitudes and motivation towards learning English

No.	Dimension	Mean	SD	Rank	Relative Importance
19	Attitude	3.941	0.447	2	high
20	Motivation	4.000	0.422	1	high
Attitude and motivation		3.980	0.362		high

Table (24) shows the high level of business students' attitudes and motivation towards learning English, where the mean reached (3.980) with standard deviation (0.362). Mean values ranged between (3.941– 4.000), with high relative importance, where the motivation ranked first with mean (4.000), standard deviation (0.422), and high relative importance. Attitude ranked second with mean (3.941), standard deviation (0.447), and high relative importance.

Figure (6): Analysis of the business students' responses regarding the attitudes and motivation towards learning English

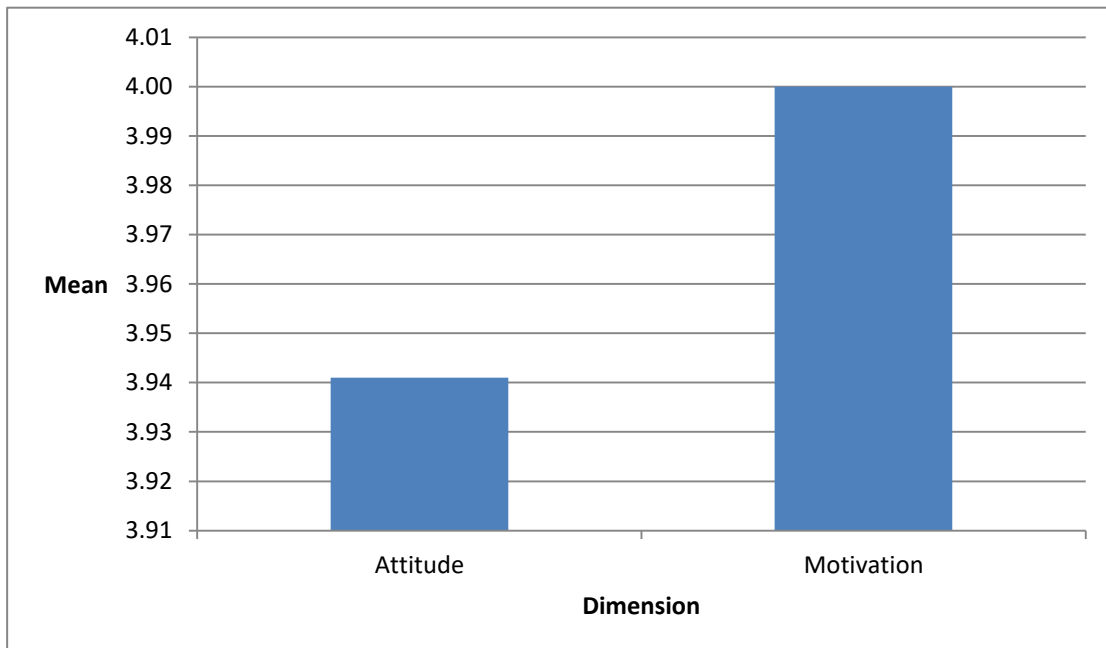


Figure (6) is a bar chart providing a visual representation in regards to comparing the mean score for all the responses for attitude and motivation provided by the business student's indicating motivation has a higher mean than attitude.

Chapter 5:

Discussion and Conclusion

5.1 Introduction

The aim of this chapter is to discuss and see whether the research study questions addressed are answered and to see if the objective of this study has been achieved. This chapter also intends to determine what contribution it has made and also addresses the significance, future studies, recommendations and suggestions that can be conducted from this study.

5.2 Results Discussion

1. What is the attitude of business administration students towards learning English?

To answer this question, the data obtained was analyzed in Table (20): "Analysis of the business students' responses regarding attitudes towards learning English." This was obtained through descriptive statistics mean results of all participants. The results concluded a positive attitude for business administration students' attitudes towards learning English, with a mean score of (3.941, using the 5-point Likert scale, with a standard deviation (0.447). This positive attitude is supported by the results of:

Alaga, Nathalie & Alaga, (2019), Tamador Khalaf Abu Snoubar, Mat, Siti Hadijah Che. (2014), Sayid Dabbagh Ghazvinia , Milad Khajehpour, (2020), etc., which are similar studies conducted and listed in Chapter 2. This positive attitude suggests business administration students realize the impact the English language has on their studies and degrees. This positive attitude is also supported by much other research done using Gardner and Lamberts' AMTB internationally.

Regarding the questionnaire items to measure the business administration students' attitudes, it was found that Item no. (9), which states that: "I think that English is the language used most widely in the world," ranked first with a mean (4.493), standard deviation (0.552), and high relative importance. This provides a strong realization to the business administration students' awareness that, in this era of rapid technological advancements and globalization, English is the most widely utilized language globally.

2. What is the business administration student's level of motivation towards learning English?

In this research, to answer the above question, Table (23): Analysis of the business administration students' responses regarding motivation towards

learning English, provides the mean results for the responses regarding the business administration students' level of motivation using the 5-point Likert scale. It showed the 225 business administration students that took part in this study had a high level of motivation towards learning English, with a high mean score of (4.000) and a standard deviation of (0.422). These findings are also similar to the results in: Alaga, Nathalie and Alaga (2019), Liu Chen (2014), Tamador Khalaf Abu Snoubar, Mat, Siti Hadijah Che. (2014), Sayid Dabbagh Ghazvinia , Milad Khajehpour, (2020), and Pariwat, Imsa-Ard (2020), which are supported in their research that the participants had positive levels of motivation towards learning English. The Figure (5): Analysis of the business administration students' responses regarding motivation towards learning English was a bar chart, which provided a visual for the mean results for the items of motivation.

As for motivation levels, as Gardner stated, motivation is separated into two orientations: integrative motivation and instrumental motivation. Each motivation is driven by certain factors, either intrinsic or extrinsic. (Hudson, 2000). As for the results separating these motivations, Table (21): Analysis of the business students' responses regarding the instrumental motivation towards learning English provided the mean results. The findings showed that the business administration students' instrumental motivation to learn English was high, with a mean score of 4.035 and a standard deviation of (0.409). As Noels, Clement, and Pelletier (2001) had stated, the instrumental motivation orientation refers to a desire to learn a foreign language to

achieve some practical goals such as job advancement or course credits. The results then obtained could allow a clear formation to suggest that the business administration students who took part in this study clearly realize that learning the English language will lead to a certain utilitarian objective to help them in their studies and/or careers. A recent study conducted in Palestine by Zayed and Abdel Razeq (2021) confirms this by stating, "Palestinian students are instrumentally driven and motivated to learn English because of their awareness of the vitality of English for future university learning and career growth and development".

Also, as shown in Table (23), instrumental motivation ranked first with a mean (4.035), standard deviation (0.409), and integrative motivation ranked second with a mean of (3.966), standard deviation (0.587). The results of the integrative motivation mean analysis are also shown in Table (22): of the business administration students' responses regarding Integrative Motivation towards learning English and also provided positive results with a high level of integrative motivation. These results show that instrumental motivation scored higher than integrative motivation and support and agree with Mat, Siti Hadijah Che, in a study that provided similar results.

3. Is the attitude and motivation for learning English statistically significant in regards to gender for business administration students?

To answer this question, the mean score for the males and females were conducted and the results are depicted in Table (7): Test of response differences regarding business students' attitudes and motivation towards learning English due to gender. Table (7) displayed that the difference between the means of males and females responses regarding business administration students' attitudes and motivation towards learning English was (0.0417) and in favor of females. This response though was statistically non-significant because the value of t, which was calculated to be ($t=0.301$), with significance level (Sig=0.764) was greater than 0.05. So this slight difference wouldn't be significant enough to interpret a difference between males and females and, therefore, wasn't significant. This can also suggest that both male and female business administration students' have a similar attitude and motive towards learning English. These findings are different to some previous studies, that have usually resulted that females have a higher mean result and are more favorable to learning English. The difference could be that the previous studies conducted weren't solely done on business administration students' and it might suggest that both genders, studying BBA, have somewhat a similar thought towards learning English in their studies and career selection.

In the results section, genders of business administration students' was also separated in regards to the items related to attitude and items related to motivation. Table (5): Test of response differences regarding Business students' Attitudes towards learning English due to gender variable depicted the mean results and the difference between the means of male and female answers regarding business students' attitudes towards learning English. As for the attitude results found, it was a difference of (-0.1281) and in favor of females and was found to be statistically significant. This is because the value of t was calculated to be ($t = -2.134$) and with the significance level of (Sig=0.034), which is less than 0.05. These results clearly suggest that there is a more positive attitude for female business administration students' and these results are similar to Sayid & Milads study. Their research also found that the females have a more positive attitude towards learning English than the male students.

As for the motivation items to see a difference between the business administration students' gender, Table (6): Test of response differences regarding business students' motivation towards learning English due to gender variable answered this inquiry. It found that the difference between the means of male and female responses regarding business administration students' motivation towards learning English was (0.0418) and was statistically a non-significant difference. This is because the value of t was

calculated to be ($t = 0.733$), with a significance level ($\text{Sig} = 0.464$), which is greater than 0.05. So, as for the business administration students' motivation with difference between gender, there basically was no difference in the business students' responses regarding motivation towards learning English due to gender.

4. Is the attitude and motivation for learning English statistically significant from one university/college to another for business administration students?

The results for this question are answered in Table (10): Test of response differences regarding business administration students' attitudes and motivation towards learning English due to university variable. This table displayed that there wasn't a statistically significant difference for the business administration students' responses regarding the attitudes and motivation of learning English due to differences in universities. This response could suggest that the universities in the Hebron Governorate area could provide similar learning methods towards English and that the location span between the universities is very close and not significant to suggest a difference.

5. Is the attitude and motivation of business administration student's learning English statistically significant in regards to their hometown or place of residence?

The response to this question is displayed in the results section in Table (13): Test of answer differences regarding business students' attitudes and motivation towards learning English due to hometown. The variables for this question are separated into three sections, and the area for the participants in this study was in the Hebron Governorate area. The responses were separated to participants who reside in the Hebron city area, participants who reside in rural villages and towns in the Hebron Governorate area, or participants who reside in another location, such as in Bethlehem city or Jerusalem. The findings in this study indicated an absence of statistically significant differences in the business students' responses regarding attitudes and motivation towards learning English due to the participants hometown. This is because the value of (F) calculated at (2) degrees of freedom was not statistically significant at ($\alpha \leq 0.05$) with a value (1.147) and a significance level (Sig = 0.320) and it was found to be greater than (0.05). A reason for this is that the span in location isn't very far from one place to another, and even Hebron city and its surroundings are relatively close to one another. This is also another indicator of why the findings didn't lead to a significant difference in the business administration students' responses regarding their hometown or place of residence.

6. Is the attitude and motivation of business administration student's statistically significant in regards to age?

To answer this question, the results are found in Table (17): Test of answer differences regarding business administration students' Attitudes and motivation towards learning English due to the age variable. The method used to answer this question placed the mean results for each age variable that the participants were in this study. Table (17) clearly found statistically significant differences in the business administration students' attitudes and motivation towards learning English due to age. This is because the value of (F), which was calculated at (5) degrees of freedom, was statistically significant at ($\alpha \leq 0.05$) with a value of (3.418) and a significance level of (Sig = 0.005), which is less than (0.05). To continue on to be able to identify the source of the difference, the Scheffe test for post hoc comparisons was then used. The results for these comparisons in depicted in Table (18): Results of the Scheffe test for post Hoc comparisons between means to identify the differences in business administration students' responses regarding attitudes and motivation towards learning English due to the variable of age. This table allowed the researcher to statistically significant differences in the business students' attitudes and motivation towards learning English due to age. And this found the main difference to be between 19 and 21 years. The mean results for these two ages were

compared and found a difference in mean result of 0.266, which was in favor of the age of 19 years. This clearly implies that the business administration students' aged 19 years had the highest mean score in regards to their attitude and motives towards learning English. This age favorability can imply numerous things. For one, the business administration students' 19 years are younger than the students' aged 20, 21, 22, and 23 years old. This can provide insight that these students' higher scores are due to the fact that they realize the impact, as business administration students', of how important learning English is, and this is why they have a more positive attitude and motive towards learning English. Also, this can infer that their more positive results are because they have faced online learning, caused by the Coronavirus pandemic, that started in November 2019, and requires strong English communication skills. This is because the business administration students' courses are taught in English and require solid English abilities to learn efficiently and effectively. During the coronavirus lockdown, it was imperative to have the business administration curriculum all taught online and was taught through "Zoom" and "Google Meet", in which the communication language and material were all in the English language, and students who had better English proficiency led to higher grades and benefits.

It could also be interpreted from the Scheffe Test that 19 years had the highest mean score and 18 years came in second. These results obviously

display a positive transition that business administration students' more positive attitude and motivation towards learning English is because of the increased awareness of how important English is in the BBA and all courses. More studies should be conducted to reflect better reasoning for the results of this study. The Scheffe Test was also a beneficial tool that depicted students aged 20, 21, 22, and 23 years old had lower scores than students aged 18 and 19 years old. These findings could provide many interpretations and suggestions, and more research should be conducted in regards to these results.

5.3 Future Studies

Future studies to look at would be to study the causes of the students' attitudes and motivations towards learning English. There should also be many more studies conducted in Palestine to address this because understanding the underlying attitude and motives towards learning English can provide better implementation techniques to teach students English much more efficiently and effectively.

Other future studies should be conducted throughout all university bachelor's degrees and have comparative and correlational studies conducted researching this subject. This study also falls under a social science study

and applies to all degrees that are taught in English. This was a descriptive study, but this study can allow for experimental studies to be conducted to compare if certain variables or techniques were applied to change students' attitudes and motives towards English.

5.4 Significance of the Study

This study is relevant in this time and age and is a very important matter to be researched upon because English is used as the international language in this time and age of globalization and strong world interconnections. Understanding business administration students' attitudes and motives towards learning English can allow better motivational techniques to be applied to promote students' ability to communicate better.

Students studying business administration must have strong communication skills because all of the context and text taught in business require strong communication skills in order to be successful as businesspeople. Therefore, understanding the attitude and motivation of the business students is the initial step to establishing positive tools to then market and promote the importance of having strong communication skills in the native language and English as a second or foreign language.

5.5 Conclusion & Recommendations

The focus of the study was to investigate the business administration students' attitudes and motives towards learning English. The way of investigating and addressing this was by using Gardner and Lamberts' Attitude and Motivation Test Battery (AMTB). This international tool has been used throughout the international population to address attitudes and motivation towards second or foreign language learning. Items in the AMTB such as, "I believe that English is the language used most widely in the world", look at the attitude perspective whereas items in the AMTB such as, "Learning English will enable me to carry my tasks more efficiently", addressed the motivation perspective. For this study, the business administration students' attitudes and motivation were researched upon was towards learning English. This tool provided us with a reliable method that answered what the attitudes and motives were and showed positive results that business administration students, from both genders, have a positive attitude and motivation towards learning English. Further details are also provided in the results section of this study, which was successful in providing the data the researcher sought. The findings were interesting because they provided inferences to the results obtained, and it is one of the few studies conducted in Palestine addressing business administration students' attitudes and motives towards learning English.

To further benefit from the findings of this research, it is recommended:

1. There should be better strategies and initiatives implemented to continue to motivate business administration students' and increase their positive attitude towards learning English. These techniques can be done through seminars, workshops, and lectures. This hopefully can be an improvement method to increase business students' and even all students' to have a more positive attitudes and motivation towards learning English; thus leading to stronger proficiency and communication in English.
2. To provide a better awareness and understanding of the power and effect of knowing a second or foreign language, such as English. This awareness may also lead students to be more successful after they graduate.
3. To teach students and allow them to understand that communication is a central topic in all subjects and to assist students to push forward to acquire stronger communication skills in any language.
4. Finally, further studies should be conducted in all of Palestine regarding this topic, so that more studies can provide a distinct conclusion on what students' attitudes and motives are towards learning English to change the status quo.

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APPENDIX I

Questionnaire for Business Administration Students Attitudes and Motives towards learning English

Thank you so much for participating in this study! This questionnaire will take approximately 5-10 minutes to finish and is concerned with business student's attitudes and motives toward learning English as a foreign language. You are the expert in this questionnaire. Please be assured that your identity is completely confidential. By completing this questionnaire, you consent to participate in this study.

Personal Information	
Gender:	
Age:	
University/ College:	
Hometown:	

Please Circle the number that applies to you 1 is Strongly Disagree to 5 being Strongly Agree

Attitude Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I believe that the English language is more useful than my first language	1	2	3	4	5
I believe that the English language is more prestigious than my first language	1	2	3	4	5
I believe that the English language is more important than my first language in my studies	1	2	3	4	5
I believe the English language is important for	1	2	3	4	5

people to communicate					
I think the English language is important to be used for instruction in universities	1	2	3	4	5
The language that I hate least is English	1	2	3	4	5
I am proud of the English language	1	2	3	4	5
I believe that English is an international language	1	2	3	4	5
I think that English is the language used most widely in the world	1	2	3	4	5
I think knowing English is important in understanding people from other countries	1	2	3	4	5
I like learning English	1	2	3	4	5
I think learning English is really great	1	2	3	4	5

Motivation Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>Instrumental Motivation</u>					
Learning English will enable me to get a job easily	1	2	3	4	5
I put off my English homework as much as possible	1	2	3	4	5
Learning English is not a waste of time	1	2	3	4	5
Learning English will enable me to carry my tasks more efficiently	1	2	3	4	5

Learning English will further my education	1	2	3	4	5
I learn English because it a University requirement	1	2	3	4	5
<u>Integrative Motivation</u>					
I would like to know more native English speakers	1	2	3	4	5
I have a strong desire to know all aspects of English	1	2	3	4	5
If Palestine had no contact with English-speaking countries, it would be a loss	1	2	3	4	5
Studying English is important because it will allow me to be more at ease with people who speak English	1	2	3	4	5
Studying English is important because it will allow me to meet and converse with more people	1	2	3	4	5
Knowing English is important in understanding the cultures of English-speaking countries like USA and UK	1	2	3	4	5
If I have a chance, I would like to travel to English speaking countries like the USA and UK	1	2	3	4	5

APPENDIX II

استبيان لطلاب ادارة الأعمال عن مواقف ودوافع تعلم اللغة الإنجليزية

شكرا جزيلا لك على المشاركة في هذه الدراسة! سيستغرق هذا الاستبيان ما يقارب 5-10 دقائق للانتهاء منه ويهتم بمواقف طلاب ادارة الأعمال ودوافعهم تجاه تعلم اللغة الإنجليزية كلغة أجنبية. أنت الخبير في هذا الاستبيان. يرجى التأكد من أن هويتك سرية تماما. من خلال استكمال هذا الاستبيان ، فإنك توافق على المشاركة في هذه الدراسة.

معلومات شخصية	
الجنس	ذكر انثى
العمر	
الجامعة/ الكلية	
مكان السكن	

الاسئلة	لا اوافق بشدة	لا اوافق	متردد	اوافق	اوافق بشدة
أعتقد أن اللغة الإنجليزية أكثر فائدة من لغتي الأولى	1	2	3	4	5
أعتقد أن اللغة الإنجليزية هي مرموقة أكثر من لغتي الأولى	1	2	3	4	5
أعتقد أن اللغة الإنجليزية أهم من لغتي الأولى في دراستي	1	2	3	4	5
أعتقد أن اللغة الإنجليزية مهمة للناس للتواصل	1	2	3	4	5
أعتقد أن اللغة الإنجليزية	1	2	3	4	5

					مهمة لاستخدامها في التدريس في الجامعات
5	4	3	2	1	لغة التي أكرها أقل شي هي الإنجليزية
5	4	3	2	1	أنا فخور باللغة الإنجليزية
5	4	3	2	1	أعتقد أن اللغة الإنجليزية هي لغة عالمية
5	4	3	2	1	أعتقد أن اللغة الإنجليزية هي اللغة الأكثر استخدامًا في العالم
5	4	3	2	1	أعتقد أن معرفة اللغة الإنجليزية مهمة في فهم الناس من البلدان الأخرى
5	4	3	2	1	أنا أحب تعلم اللغة الإنجليزية
5	4	3	2	1	أعتقد أن تعلم اللغة الإنجليزية أمر رائع حقًا
5	4	3	2	1	تعلم اللغة الإنجليزية سيمكنني من الحصول على وظيفة بسهولة
5	4	3	2	1	أنا بأجل واجباتي الإنجليزية قدر الإمكان
5	4	3	2	1	تعلم اللغة الإنجليزية ليس مضيعة للوقت
5	4	3	2	1	سيمكنني تعلم اللغة الإنجليزية من أداء مهامي بكفاءة أكبر
5	4	3	2	1	تعلم اللغة الإنجليزية سوف يعزز تعليمي
5	4	3	2	1	أتعلم اللغة الإنجليزية لأنها من

متطلبات الجامعة					
5	4	3	2	1	أود معرفة المزيد من الناطقين باللغة الإنجليزية
5	4	3	2	1	لدي رغبة قوية في معرفة جميع جوانب اللغة الإنجليزية
5	4	3	2	1	إذا لم يكن لفلستين أي اتصال مع البلدان الناطقة باللغة الإنجليزية ، فستكون خسارة
5	4	3	2	1	تعد دراسة اللغة الإنجليزية أمراً مهماً لأنها ستتيح لي أن أكون أكثر راحة مع الأشخاص الذين يتحدثون الإنجليزية
5	4	3	2	1	تعد دراسة اللغة الإنجليزية أمراً مهماً لأنها ستسمح لي بمقابلة المزيد من الأشخاص والتحدث معهم
5	4	3	2	1	تعتبر معرفة اللغة الإنجليزية أمراً مهماً في فهم ثقافات البلدان الناطقة باللغة الإنجليزية مثل الولايات المتحدة الأمريكية والمملكة المتحدة
5	4	3	2	1	إذا سنحت لي الفرصة ، أود السفر إلى البلدان الناطقة باللغة الإنجليزية مثل الولايات المتحدة والمملكة المتحدة

