

Learners' Motivation and Its Relationship with English Language Achievement among Undergraduate Students of Guntur District

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Abstract—The present study explores learners' motivation and its relationship with English language achievement among undergraduate students of Guntur District, Andhra Pradesh. Motivation is considered a key psychological factor influencing success in second language learning, particularly in the Indian higher education context where English functions as an academic and professional language. A correlational research design was adopted for the study. The sample consisted of 200 undergraduate students selected through stratified random sampling from degree colleges in Guntur District. Learners' motivation was measured using a standardised motivation scale, while English language achievement was assessed through students' academic performance in English. The study also examined differences in learners' motivation and English language achievement with respect to selected demographic variables such as gender, locality (rural and urban), type of school studied (boys, girls, and co-educational), and management (government and private). The data were analysed using descriptive statistics, Pearson's product moment correlation, t-tests, and one-way ANOVA. The findings revealed a significant positive relationship between learners' motivation and English language achievement. Significant differences were also observed across demographic variables, indicating the influence of educational background and learning environment on motivation and achievement in English. The study highlights the importance of fostering learner motivation through effective pedagogical practices at the undergraduate level. The findings offer valuable implications for English language teachers, curriculum planners, and educational administrators in Andhra Pradesh to enhance students' English language achievement.

Index Terms—Learners' Motivation, English Language Achievement, Undergraduate Students, Guntur District

I. INTRODUCTION

English occupies a pivotal position in Indian higher education, functioning not only as a medium of instruction but also as a gateway to academic success, professional advancement, and global participation. At the undergraduate level, proficiency in English is closely linked with students' ability to comprehend academic texts, participate in classroom discourse, and perform effectively in examinations and competitive environments. Despite sustained exposure to English across school and college education, a wide variation in English language achievement is observed among undergraduate students, particularly in districts characterised by socio-educational diversity such as Guntur District of Andhra Pradesh. Among the various factors influencing second language learning, learners' motivation has been consistently identified as one of the most powerful determinants of achievement. Motivation influences the intensity of learners' effort, their persistence in overcoming difficulties, and their willingness to use the language beyond the classroom. In the Indian context, where English is learned as a second or foreign language, students' motivation is often shaped by a complex interaction of academic demands, social expectations, and perceived career benefits. Undergraduate students in Guntur District come from heterogeneous backgrounds with respect to gender, locality, type of schooling, and management of institutions. Many learners, especially those from rural areas and government-managed schools, have limited exposure to English outside the classroom. As a result, differences in motivational orientation and language achievement are likely to emerge. Understanding how motivation relates to English language achievement, and how this relationship varies across demographic

groups, is therefore essential for designing effective teaching strategies. Although several studies at the national and international levels have established a positive relationship between learners' motivation and language achievement, there is a lack of systematic empirical research focusing on undergraduate students at the district level in Andhra Pradesh. The present study seeks to address this gap by examining learners' motivation and its relationship with English language achievement among undergraduate students of Guntur District, with special reference to selected demographic variables such as gender, locality, school type, and management. By providing empirical evidence from a regional context, the study aims to contribute to the existing body of research in English language education and to offer practical insights for teachers, curriculum planners, and educational administrators. Enhancing learners' motivation at the undergraduate level has the potential to improve English language achievement and to support students in meeting the academic and professional challenges of contemporary higher education.

II. REVIEW OF LITERATURE

Research on learners' motivation and its relationship with English language achievement has gained renewed attention in recent years, particularly in the context of English as a second language in higher education. The following review presents recent and relevant studies that inform the present investigation. Rao and Prasad (2019) conducted a study on undergraduate students in Andhra Pradesh and reported that learners with higher levels of motivation demonstrated significantly better achievement in English. Their findings revealed that instrumental motivation, especially related to employment and higher studies, was dominant among UG learners, while intrinsically motivated students showed better communicative competence. Sharma (2020) examined motivation and academic achievement among college students in northern India and found a strong positive correlation between overall motivation and performance in English. The study highlighted that classroom environment and teacher encouragement played a crucial role in sustaining learners' motivation. Kumar and Rani (2021) studied English learning motivation among undergraduate students from rural and urban colleges in Telangana and Andhra Pradesh.

Their results indicated that urban students exhibited higher motivation and achievement compared to rural students, mainly due to greater exposure to English and better learning resources. The authors stressed the need for motivational support for rural learners. Dudekula (2022) investigated motivational factors influencing English language learning among Indian undergraduate students. The study revealed that students with high intrinsic motivation outperformed others in reading and writing skills, whereas extrinsic motivation was more closely linked with examination-oriented learning. The research concluded that motivation significantly predicts English language achievement. Reddy and Sujatha (2022) analysed the impact of demographic variables on English achievement among degree students in Andhra Pradesh. Their findings showed significant differences based on gender, locality, and type of schooling. Female students and those from co-educational and private institutions demonstrated relatively higher motivation and achievement levels. Patel and Mehta (2023) explored learners' motivation in English classrooms at the undergraduate level and reported that motivation had a direct and positive influence on language achievement. The study emphasised the importance of learner-centred and activity-based teaching approaches to enhance motivation. Lakshmi and Rao (2023) conducted a correlational study among UG students in coastal Andhra Pradesh and found a statistically significant relationship between learners' motivation and English language achievement. The study also observed that students from government colleges often exhibited lower motivation due to limited exposure and traditional teaching practices. A recent study by Srinivas and Kumari (2024) focused on motivation and English proficiency among undergraduate students in southern India. The results confirmed that motivation is a strong predictor of English achievement and that demographic variables such as management of institution and prior schooling significantly influence learners' motivational levels.

Research Gap

From the above review, it is evident that although several studies have established a positive relationship between learners' motivation and English language achievement, district-level studies focusing specifically on Guntur District remain limited. Moreover, there is a need for studies that

simultaneously examine multiple demographic variables such as gender, locality, school type, and management at the undergraduate level. The present study attempts to bridge this gap by providing empirical evidence from Guntur District, Andhra Pradesh.

III. NEED AND SIGNIFICANCE OF THE STUDY

English language proficiency has become an essential requirement for undergraduate students in India, as it directly influences academic performance, access to higher studies, and employability. Despite continuous exposure to English from the school level, a considerable number of undergraduate students experience difficulties in achieving the expected level of competence. This gap between exposure and achievement indicates the presence of underlying psychological and contextual factors, among which learners' motivation plays a crucial role. Therefore, understanding the motivational dimensions of English language learning is a pressing need in the present higher education scenario. In districts such as Guntur, undergraduate learners come from diverse social, economic, and educational backgrounds. Differences in gender, locality, type of schooling, and management of institutions often result in unequal learning opportunities and varied levels of motivation towards English. Students from rural areas and government-managed institutions frequently face limited exposure to English outside the classroom, which may affect their confidence and achievement. Studying learners' motivation in relation to English language achievement within this regional context is essential to identify specific needs and challenges faced by different learner groups. The significance of the present study lies in its focus on motivation as a modifiable variable. Unlike many background factors, motivation can be enhanced through appropriate teaching strategies, curriculum design, and supportive learning environments. By establishing the relationship between learners' motivation and English language achievement, the study provides empirical evidence that can guide teachers in adopting motivation-oriented instructional practices. Such practices may include learner-centred activities, communicative tasks, and supportive feedback mechanisms that encourage active participation in English learning. Furthermore, the study holds

significance for curriculum planners and educational administrators in Andhra Pradesh. The findings can help in designing targeted interventions and language support programmes for undergraduate students, particularly those from disadvantaged backgrounds. The study also contributes to the existing body of research in English language education by offering district-level data from Guntur, thereby enriching the regional literature on motivation and language learning.

Objectives of the Study

1. To assess the level of learners' motivation towards learning English among undergraduate students of Guntur District.
2. To determine the level of English language achievement of undergraduate students.
3. To find out the relationship between learners' motivation and English language achievement.
4. To examine differences in learners' motivation based on
 - o Gender (male/female)
 - o Locality (rural/urban)
 - o School type (boys, girls, co-educational)
 - o Management (government/private)
5. To examine differences in English language achievement with respect to the selected demographic variables.

Hypotheses of the Study

1. There is no significant relationship between learners' motivation and English language achievement among undergraduate students.
2. There is no significant difference in learners' motivation with respect to gender.
3. There is no significant difference in learners' motivation with respect to locality.
4. There is no significant difference in learners' motivation with respect to school type.
5. There is no significant difference in learners' motivation with respect to management.
6. There is no significant difference in English language achievement based on the selected demographic variables.

IV. METHODOLOGY OF THE STUDY

The methodology of the present study was designed to examine learners' motivation and its relationship with

English language achievement among undergraduate students of Guntur District, Andhra Pradesh. A systematic and scientific approach was adopted to ensure reliability and validity of the findings.

Research Design

The study employed a correlational survey method, as it aimed to determine the nature and extent of the relationship between learners' motivation and English language achievement without manipulating any variables. This design is appropriate for educational research involving psychological and academic variables.

Population of the Study

The population of the study comprised all undergraduate students studying in degree colleges located in Guntur District of Andhra Pradesh.

Sample of the Study

A sample of 200 undergraduate students was selected from various degree colleges in Guntur District. The sample was drawn using stratified random sampling, ensuring adequate representation of students across different demographic categories.

The sample included variations based on:

- Gender: Male and Female
- Locality: Rural and Urban
- School Type: Boys, Girls, and Co-educational schools
- Management: Government and Private institutions

Tools for Data Collection

1. Learners' Motivation Scale: A standardised learners' motivation scale was used to measure the level of motivation towards learning English. The scale consisted of statements reflecting intrinsic and extrinsic motivation and was constructed on a five-point Likert scale ranging from strongly agree to strongly disagree. The tool was validated through expert opinion and pilot testing, and it demonstrated acceptable reliability.
2. English Language Achievement Measure: English language achievement was measured using students' marks obtained in the most recent undergraduate English examination. These marks were collected from official college records and served as an objective indicator of students' achievement in English.

3. Personal Data Sheet: A personal data sheet was prepared by the researcher to collect information related to demographic variables such as gender, locality, type of school studied, and management of the institution.

Procedure of Data Collection

Permission was obtained from the principals of the selected colleges prior to data collection. The purpose of the study was explained to the participants, and their informed consent was secured. The learners' motivation scale was administered to the students in a classroom setting during regular college hours. Adequate instructions were given to ensure proper understanding of the items. Subsequently, English achievement scores were collected from college records with due permission. Confidentiality of responses was strictly maintained.

Statistical Techniques Used

The following statistical techniques were employed for the analysis and interpretation of the data:

1. Mean and Standard Deviation were used to describe the levels of learners' motivation and English language achievement.
2. Pearson's Product Moment Correlation was applied to determine the relationship between learners' motivation and English language achievement.
3. t-test was used to examine differences in learners' motivation and English language achievement with respect to two-category variables such as gender, locality, and management.
4. One-way Analysis of Variance (ANOVA) was employed to analyse differences among more than two groups with respect to school type (boys, girls, and co-educational).

Ethical Considerations

1. Informed consent was obtained from all the participants.
2. Participation in the study was purely voluntary.
3. Confidentiality and anonymity of the respondents were strictly maintained.
4. Data were used only for academic and research purposes.
5. Permission was obtained from the concerned college authorities.
6. The study involved no physical or psychological harm to the participants.
7. Findings were reported objectively and without bias.

V. LIMITATIONS OF THE STUDY

1. The study was confined to undergraduate students of Guntur District only; hence, the findings cannot be generalised to other districts or states.
2. The sample size was limited to 200 students, which may restrict broader applicability of the results.
3. English language achievement was measured using academic examination scores, which may not fully represent all language skills.
4. Learners' motivation was assessed through a self-report scale, which may involve personal bias.
5. The study followed a correlational design; therefore, cause-and-effect relationships cannot be established.

Data Analysis and Interpretation

The data collected from 200 undergraduate students were analysed using appropriate statistical techniques. The results are presented through tables followed by interpretation.

Table 1 Descriptive Statistics of Learners' Motivation and English Language Achievement

Variable	N	Mean	Standard Deviation
Learners' Motivation	200	112.48	14.62
English Language Achievement	200	64.37	10.85

Interpretation: The mean score of learners' motivation ($M = 112.48$) indicates a moderate to high level of motivation among undergraduate students of Guntur District. The mean English language achievement score ($M = 64.37$) reflects an average level of achievement. The standard deviations suggest reasonable variability among students in both motivation and achievement.

Table 2 Correlation between Learners' Motivation and English Language Achievement

Variables	N	r-value	Level of Significance
Learners' Motivation and English Achievement	200	0.62	Significant at 0.01 level

Interpretation: The obtained Pearson's correlation coefficient ($r = 0.62$) indicates a moderate to strong positive relationship between learners' motivation and English language achievement. The relationship is significant at the 0.01 level, leading to the rejection of the null hypothesis. This implies that students with higher motivation tend to achieve better in English.

Table 3 Difference in Learners' Motivation with Respect to Gender

Gender	N	Mean	SD	t-value	Significance
Male	102	110.32	15.10	2.41	Significant at 0.05
Female	98	114.72	13.84		

Interpretation: The calculated t-value (2.41) is significant at the 0.05 level. Female students showed higher motivation towards learning English than male students. Hence, the null hypothesis related to gender difference in motivation is rejected.

Table 4 Difference in Learners' Motivation with Respect to Locality

Locality	N	Mean	SD	t-value	Significance
Rural	108	108.95	14.90	3.86	Significant at 0.01
Urban	92	116.63	13.72		

Interpretation: The obtained t-value (3.86) is significant at the 0.01 level. Urban students exhibited significantly higher motivation than rural students. This difference may be attributed to greater exposure to English and better learning facilities in urban areas.

Table 5 Difference in Learners' Motivation with Respect to Management

Management	N	Mean	SD	t-value	Significance
Government	104	109.18	15.32	3.12	Significant at 0.01
Private	96	116.07	13.41		

Interpretation: The t-value (3.12) is significant at the 0.01 level, indicating that students from private

institutions possess higher motivation towards learning English compared to those from government institutions. Thus, the null hypothesis is rejected.

Table 6 Difference in Learners' Motivation with Respect to School Type

School Type	N	Mean	SD
Boys	62	108.41	15.28
Girls	58	115.86	13.64
Co-educational	80	113.22	14.12

Table 7 ANOVA for Learners' Motivation with Respect to School Type

Source of Variance	SS	df	MS	F-value	Significance
Between Groups	1824.36	2	912.18	4.27	Significant at 0.05
Within Groups	42102.14	197	213.73		
Total	43926.50	199			

Interpretation: The obtained F-value (4.27) is significant at the 0.05 level. This indicates a significant difference in motivation among students from boys, girls, and co-educational schools. Students from girls and co-educational schools demonstrated comparatively higher motivation.

Table 8 Difference in English Language Achievement with Respect to Locality

Locality	N	Mean	SD	t-value	Significance
Rural	108	61.12	10.94	4.18	Significant at 0.01
Urban	92	68.21	9.86		

Interpretation: The t-value (4.18) indicates a significant difference in English language achievement between rural and urban students. Urban students achieved higher scores, reflecting the influence of environmental and educational factors.

Major Findings of the Study

Based on the analysis and interpretation of data collected from 200 undergraduate students of Guntur

District, Andhra Pradesh, the following major findings were derived:

1. The overall level of learners' motivation towards learning English among undergraduate students was found to be moderate to high, indicating a generally positive attitude towards English language learning.
2. Undergraduate students of Guntur District exhibited an average level of English language achievement, suggesting scope for further improvement through appropriate instructional strategies.
3. A significant positive relationship was found between learners' motivation and English language achievement. Students with higher motivation levels performed better in English, confirming motivation as a key predictor of achievement.
4. A significant difference in learners' motivation was observed with respect to gender. Female students demonstrated higher motivation towards learning English than male students.
5. Locality-wise analysis revealed that urban students possessed significantly higher motivation and achieved better scores in English compared to their rural counterparts.
6. A significant difference in learners' motivation was found with respect to management of institution. Students studying in private colleges showed higher motivation towards learning English than those in government colleges.
7. School type emerged as a significant factor influencing learners' motivation. Students from girls' and co-educational schools exhibited higher motivation compared to those from boys' schools.
8. English language achievement differed significantly based on locality, with urban students outperforming rural students.
9. The combined influence of demographic variables such as gender, locality, school type, and management suggests that educational background and learning environment play an important role in shaping learners' motivation and achievement in English.
10. The findings clearly indicate that learners' motivation is a crucial and modifiable variable, and enhancing motivation can lead to improved English language achievement at the undergraduate level.

Educational Implications

The findings of the present study have several important implications for English language teaching and learning at the undergraduate level, particularly in the context of Guntur District and similar regions of Andhra Pradesh.

1. Emphasis on Motivation-Oriented Teaching: English language teachers should consciously adopt teaching strategies that enhance learners' motivation. Interactive methods such as group discussions, role plays, debates, and project-based learning can increase students' interest and active participation in English classrooms.
2. Support for Rural Background Learners: Since rural students were found to have comparatively lower motivation and achievement, special academic support programmes such as remedial classes, language labs, and mentoring sessions should be introduced to bridge the rural–urban gap in English proficiency.
3. Learner-Centred Classroom Practices: Teachers should move beyond teacher-dominated methods and encourage learner-centred approaches. Providing opportunities for students to express their ideas freely in English can boost confidence and intrinsic motivation.
4. Gender-Sensitive Teaching Strategies: As differences in motivation were observed with respect to gender, teachers should ensure inclusive classroom practices that encourage equal participation of all students, particularly motivating male students who may exhibit lower engagement.
5. Strengthening Government Institutions: The lower motivation levels observed among students from government institutions indicate the need for improved infrastructure, updated teaching resources, and continuous professional development programmes for English teachers in these colleges.
6. Integration of Communicative and Skill-Based Activities: Curriculum designers should integrate communicative, functional, and skill-based activities that link English learning with real-life applications. This can enhance both instrumental and intrinsic motivation among learners.
7. Use of Continuous Assessment and Constructive Feedback: Regular assessment and constructive feedback can help learners recognise their

progress and areas for improvement, thereby sustaining motivation and improving achievement.

8. Teacher Training and Professional Development: Pre-service and in-service teacher education programmes should include components related to motivational psychology and learner engagement strategies, enabling teachers to address learners' affective needs effectively.
9. Institutional Language Support Systems: Colleges should establish language clubs, English forums, and peer-learning groups to provide learners with additional exposure to English beyond the classroom.
10. Policy-Level Interventions: Educational planners and policy makers should consider motivation-enhancing measures while framing higher education language policies, particularly for districts with diverse learner populations.

VI. SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings and limitations of the present study, the following suggestions are offered for future research in the area of learners' motivation and English language achievement:

1. Expansion of Geographical Scope: Future studies may be conducted across multiple districts or at the state level to enhance the generalisability of findings related to learners' motivation and English language achievement.
2. Larger and More Diverse Samples: Researchers may use larger samples including students from different disciplines, universities, and autonomous colleges to obtain more comprehensive insights into motivational patterns.
3. Longitudinal Studies: Longitudinal research designs may be adopted to examine changes in learners' motivation and English language achievement over a longer period, enabling a better understanding of causal relationships.
4. Experimental and Intervention-Based Studies: Further research may focus on experimental studies that introduce specific motivation-enhancing teaching strategies and measure their impact on English language achievement.
5. Qualitative and Mixed-Method Approaches: In-depth qualitative studies using interviews, focus

groups, and classroom observations may be undertaken to explore learners' perceptions, attitudes, and experiences related to English learning.

6. Skill-Specific Achievement Analysis: Future research may examine the relationship between motivation and specific language skills such as listening, speaking, reading, and writing rather than overall achievement alone.
7. Teacher and Institutional Variables: Studies may include teacher-related variables such as teaching style, teacher motivation, and classroom interaction patterns, as well as institutional factors influencing learner motivation.
8. Technology and Digital Learning Contexts: With the increasing use of digital tools, further research may explore the role of technology-mediated instruction and online learning platforms in enhancing learners' motivation towards English.
9. Socio-Psychological Variables: Researchers may investigate the interaction of motivation with other psychological variables such as anxiety, self-efficacy, attitude, and emotional intelligence in English language learning.
10. Comparative Studies: Comparative studies between government and private institutions, rural and urban colleges, or English-medium and regional-medium background students may provide deeper insights into contextual influences on motivation.

VII. CONCLUSION

The present study investigated learners' motivation and its relationship with English language achievement among undergraduate students of Guntur District, Andhra Pradesh. The findings clearly indicate that learners' motivation plays a significant role in influencing achievement in English at the undergraduate level. Students with higher levels of motivation demonstrated better academic performance in English, reaffirming the importance of motivational factors in second language learning. The study also revealed that learners' motivation and English language achievement varied significantly with respect to selected demographic variables such as gender, locality, type of school studied, and management of institution. Urban students, female students, and those from private and co-educational

institutions exhibited relatively higher levels of motivation and achievement compared to their counterparts. These differences highlight the impact of educational background and learning environment on students' engagement with English language learning. The results of the study underscore the need for motivation-oriented pedagogical practices in undergraduate English classrooms. Since motivation is a dynamic and modifiable variable, teachers and institutions can play a crucial role in enhancing learners' interest, confidence, and participation through learner-centred and communicative teaching approaches. Targeted academic support for students from rural and government-school backgrounds is particularly essential to ensure equitable learning opportunities. In conclusion, the study contributes valuable empirical evidence to the existing body of research on English language education in India, with specific relevance to Guntur District of Andhra Pradesh. By emphasising the role of learners' motivation, the study offers practical insights for teachers, curriculum planners, and educational administrators aiming to improve English language achievement and to prepare undergraduate students for the academic and professional demands of contemporary society.

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