



Original Article

Nursing Student's Attitude and Motivation towards Learning English Communication Skills at Nursing College, Lahore

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ABSTRACT

English has become an international language and has been used in the whole world as a primary mode of communication. Unfortunately, English speaking has become a challenge for students and a hurdle in communicating with other nations. **Objective:** To assess the motivation and attitude toward English learning among Bachelor of Science in Nursing (BSN) students at the Akhtar Saeed Medical College of Nursing. **Methods:** This current study employed a quantitative design. A questionnaire-based cross-sectional survey was conducted at Akhtar Saeed Medical College of Nursing, Lahore, Pakistan. Data were collected from a sample of sixty-six BS Nursing students out of a population of two hundred, selected using the convenience sampling technique. The research tool used for this study was adopted from Gardner's Attitude/Motivation Test Battery (AMTB). An analysis of the gathered data was conducted using SPSS statistics IBM 26. **Results:** The findings showed nursing students as highly motivated. More than 80% of students know its importance in career advancement, Job opportunities, getting a Grade 'A', higher education, knowledge advancement, and going abroad. Half of the students showed a positive attitude. Few students showed negative attitudes due to the anxiety of making mistakes while speaking in front of others. **Conclusions:** It was concluded that after analyzing the results it is clear that although students are driven to study English, they are afraid to speak in front of others. Because of the small sample size, more studies on a larger sample and in other Pakistani educational institutions should be done in the future.

INTRODUCTION

Language is an organized, customary means of communication that involves the use of words. It can be spoken or written [1]. English has emerged as a global language and is widely used for worldwide communication among people in many nations [2]. It is studied as a first or second language by millions of individuals [3]. Motivation is the main concept in the learning process of education. The term "motivation" describes the mechanisms that initiate and maintain goal-directed behaviour. Motivational elements can originate from within and result in things like

effort, perseverance, choice, environmental regulation, and achievement [4]. The majority of academics and educators concur that motivation is the primary element sustaining successful learning when it comes to learning English. Since different students have various motivations for studying, understanding students' motivations might help us understand why certain students persevere in learning English [5]. As in any field of education, motivation is a key factor. It has importance in the nursing field because nursing students have to face different situations



in clinical settings [6]. Nursing students receive training to work as medical professionals. Nursing students want long-term motivation to help others in their professional lives [7]. Nurses are needed in many countries in Asia. One obstacle faced by many Pakistani nursing students is the English communication skill that is used in hospitals. This demonstrates the value of teaching nursing students to speak English so they can function in dynamic environments [8]. Delivering quality nursing services requires motivated nursing students to acquire a treasure of information, skills, and to learn and relearn throughout their professional lives constantly. As the population ages, the need for nursing practitioners has increased, and nursing educators must advance the academic motivation and performance of nursing students to escalate the number of nursing practitioners [6]. According to the view of Gardner and Lambert (1972), although language aptitude explains much of the individual variation in language performance, motivational factors may outweigh the influence of aptitude. Two types of motivation can affect students, namely integrative motivation and instrumental motivation [9]. Integrative motivation is defined as the condition when the learner wants to learn English by mixing into the culture of people [10]. Instrumental motivation describes the learner as an integrative learner who gets involved in the social exchange of that group [11]. The most common thing that prevents people from learning is probably anxiety [12]. Speaking nervousness can affect how they (speakers) engage with others [13]. Numerous research on attitudes and motivation for learning English has been conducted in foreign countries. In Pakistani research, a gap is found in assessing the motivations and attitudes of undergraduate nursing students in Lahore, which have to communicate with patients of different cultures. English has become a global language and students need to learn it as a second language to communicate in society. Evaluating nursing students' motivation and attitudes towards learning English is crucial to enhancing academic performance and preparing them for the workforce. Better academic achievement and improved language competence are associated with positive attitudes and high motivation. These skills are essential for nurses to have to communicate effectively and access medical material. By being aware of these variables, teachers can adjust interventions and curricula to meet any obstacles and provide a safe learning environment. The study aimed to assess the motivation and attitude toward English learning among Bachelor of Science in Nursing (BSN) students. In the end, this exam helps get nursing students ready for globalized healthcare contexts by encouraging lifelong learning and making sure they can provide excellent patient care in multicultural and multilingual settings.

METHODS

A cross-sectional, quantitative descriptive study method was employed. Data were collected from January 2024 to March 2024. The sample size was calculated using Solvin's formula with a 10% margin of error and 200 population size and there were 66 students in the sample. Data were collected by using a convenience sampling strategy from the students of BSN studying at Akhtar Saeed Medical College of Nursing, Lahore, Pakistan. Akhtar Saeed Medical College of Nursing students willing to participate were included, and students from other departments were excluded from the data. The Attitude Motivation Test Battery (AMTB) scale was adapted to assess the attitude and motivation of undergraduate nursing students toward learning English communication skills. In the current study, the Cronbach alpha coefficient was 0.828. There were 20 questions in the questionnaire. Proper consent was obtained before giving the questionnaires. The Urdu language was used to explain the Questionnaire to students. Scoring against each question was interpreted using the Likert scale to grade each question. The first eighteen questions assessed the motivation level of nursing students and the last two questions assessed the attitude. Students who scored between 15-18 (highest score 18) were categorized as highly motivated, 11-14 score indicated moderate motivation and a >11 score denoted low motivation. Similarly, students with a score of 2 had a positive attitude, a score of 1 denoted a neutral attitude and a score of 0 showed a negative attitude. Data collection permission was obtained from the principal of Akhtar Saeed Medical College of Nursing before data collection on 1st January (AMDC/CON/PER/2024/257). SPSS version 26.0 was utilized to analyse the data. Descriptive statistics (frequencies and percentages) were applied. Calculation of sample size: $n = N / (1 + Ne^2)$. Where N = population size (200, four batches of BSN, 50 in each batch), e = acceptable margin of error (10%, 0.1), $n = 200 / (1 + 200 * 0.1^2)$, $n = 200 / 3$, $n = 66.6$.

RESULTS

Demographic and other variables are written in the form of frequencies and percentages. Sixty-six questionnaires were returned, for an overall response rate of hundred percent. Another factor is that I took data from the BSN students that almost in the same range of age group and all were single. More than three-fourths of students lie in the age group of twenty to twenty-five. The relationship between demographic factors and motivation to learn English among students was not much interesting were shown, because demographic factors and motivation do not have many relationships (Table 1).

Table 1: Demographics Characteristics of Study Participants

Demographic information	Categories	Frequency (%)
Age	20-25	65 (98.5)
	26-30	1 (1.5)
	31-35	0 (0)
	Other	0 (0)
Qualification	Diploma	0 (0)
	BSN	66 (100)
	MSN	0 (0)
	Other	0 (0)
Marital Status	Single	66 (100)
	Married	0 (0)
	Divorced	0 (0)
	Widow	0 (0)
Gender	Male	20 (30.3)
	Female	46 (69.7)

More than half of the students were motivated that English would help them understand the appropriate ways of life like native speakers. Many students strongly agree that English would help them advance in their careers and that's why they were motivated to learn it. Ninety-eight percent of students (63% agree and 35% strongly agree) were motivated because English is the mode to convey knowledge and information to other people that is necessary for the nursing profession when interacting with patients of different cultures. To receive an A grade in class, two-thirds of the pupils were motivated to learn English. More than eighty percent of students were motivated to learn it because they wanted to look like a knowledgeable person which is possible by learning English and also wanted to participate freely in activities among other cultures. After analyzing the Attitude motivation test battery questions it can be concluded that The majority of pupils were driven to acquire English to find a decent career and to travel abroad for job opportunities. More than half of students agreed that they felt confident and comfortable after learning English communication skills. 97% of the pupils concur that learning English will benefit them to integrate into English-speaking communities which would be helpful in their professional life. The reason that drove two-thirds of the students to acquire English was that it helped them become more open-minded to learn new things and make them sociable persons. Another most frequently identified motivation factor was the opportunity for the students to study abroad after learning the frequently used language in foreign countries. Most of the students agree that They made an effort to communicate in English so that they can speak English fluently. When asked if they would be interested in reading English textbooks for university studies, 50% of students said that they would but 50% responded negatively that they read textbooks just for university

grades. Seventy-seven percent of students were motivated to learn English just for their higher education and half students showed interest in learning English for the sake of a Degree. Two third were motivated to be successful in life which would be possible after learning English. Questionnaires were analyzed for results to know the relationship between motivation and communication skills in English (Table 2).

Table 2: AMTB Questions for Assessing Motivation

Sr. No.	Statement	Scales Scoring	Frequency (%)
1	Learning English makes me better understand and appreciate the ways of life of native English speakers.	1	1 (1.5)
		2	0 (0)
		3	36 (54.5)
		4	29 (43.9)
2	Studying English is important because I will need it for my career.	1	2 (3.0)
		2	0 (0.0)
		3	23 (34.8)
		4	41 (62.1)
3	Learning English helps me To convey my knowledge & information to other people.	1	0 (0.0)
		2	1 (1.5)
		3	42 (63.6)
		4	23 (34.8)
4	I want to get grade "a" in my English class all the time.	1	4 (6.1)
		2	5 (7.6)
		3	27 (40.9)
		4	30 (45.5)
5	Knowing English would help me to become a more knowledgeable person.	1	1 (1.5)
		2	8 (12.1)
		3	36 (54.5)
		4	21 (31.8)
6	Learning English helps me to participate freely in academic, social, and professional activities among other cultural groups.	1	3 (4.5)
		2	4 (6.1)
		3	34 (51.5)
		4	25 (37.9)
7	Learning English is important because it will help me get a good job in a multinational corporation.	1	2 (3.0)
		2	2 (3.0)
		3	26 (39.4)
		4	35 (53.0)
8	Learning English helps me to be more confident and comfortable	1	1 (1.5)
		2	3 (4.5)
		3	26 (39.4)
		4	36 (54.5)
9	Learning English helps me enjoy traveling to foreign countries.	1	2 (3.0)
		2	2 (3.0)
		3	16 (24.2)
		4	46 (69.7)
10	Learning English helps me integrate more easily into English-speaking communities.	1	1 (1.5)
		2	1 (1.5)
		3	36 (54.5)
		4	28 (42.4)

11	Learning English helps me become an Open-Minded and Sociable Person.	1	1(1.5)
		2	14(12.2)
		3	36(54.5)
		4	15(22.7)
12	Learning English is important because it will help me to learn new things.	1	1(1.5)
		2	4(6.1)
		3	44(66.7)
		4	17(25.8)
13	Learning English is important because it will help me have a chance to study abroad.	1	2(3.0)
		2	1(1.5)
		3	18(27.3)
		4	45(68.2)
14	I try my best to learn English so I can gain maximum proficiency.	1	1(1.5)
		2	8(12.1)
		3	32(48.5)
		4	25(37.9)
15	I am interested in reading only English textbooks in my university study.	1	9(13.6)
		2	24(36.4)
		3	25(37.9)
		4	8(12.1)
16	I focus more on furthering my higher education than on learning the English language.	1	1(1.5)
		2	14(21.2)
		3	39(59.1)
		4	12(18.2)
17	I focus more on earning a university degree than on learning the English language.	1	7(10.6)
		2	23(34.8)
		3	28(42.4)
		4	8(12.1)
18	Being proficient in English can lead to being more successful and achievable in my life.	1	3(4.5)
		2	3(4.5)
		3	35(53.0)
		4	25(37.9)

Note: Responses were scored on a 4-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree, indicating the level of agreement with each statement.

66% of students said they were afraid people would make fun of them if they spoke incorrect English. Based on the analysis of the data, it can be said that although the students are motivated to study English, they are afraid to speak in front of people. 60% of students were worried about speaking English because they considered that others could speak well than them (Table 3).

Table 3: AMTB Questions for Assessing Attitude

Sr. No.	Statement	Scales	Frequency (%)
1	It worries me that other students in my class seem to speak English better than I do.	1	6(9.1)
		2	21(31.8)
		3	30(45.5)
		4	9(13.6)
2	I am sometimes anxious that the other students in my class will laugh at me when I speak English.	1	8(12.1)
		2	14(21.2)
		3	23(34.8)
		4	21(31.8)

Note: Responses were scored on a 4-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree, indicating the level of agreement with each statement.

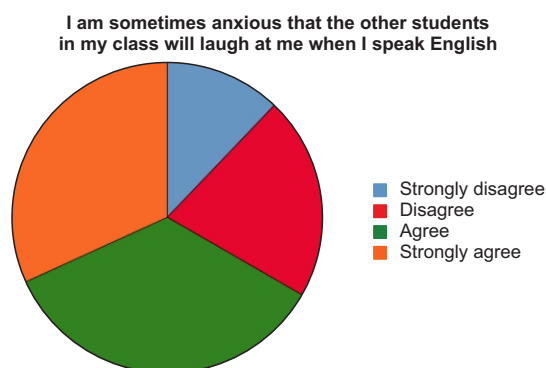


Figure 1: Anxiousness of Students While Speaking in Front of Others

The first eighteen questions assessed students' motivation for learning English, and the findings revealed that 75% of students, who scored between 15 and 18, were very driven to learn the language but facing difficulties. 23% were moderately motivated and only 1% were low motivated. The last two questions denoted the attitude of students to learn. About half of the students (48.5%) showed a positive attitude toward learning English communication skills, 29% were neutral and 23% illustrated a negative attitude because they were reluctant to speak in front of others due to fear of incorrect speaking. Cut scores were applied to calculate the level of motivation and nature of attitude (Table 4).

Table 4: Levels of Motivation and Nature of Attitude

-	Category	Scores (%)	n %
Motivation	High Motivation	15-18 (80-100%)	50 (75.8)
	Moderate Motivation	11-14 (60-79%)	15 (23)
	Low Motivation	<11 (<60%)	1 (1.2)
Attitude	Positive Attitude	2 (80-100%)	32 (48.5)
	Neutral Attitude	1 (60-79%)	19 (28.8)
	Negative Attitude	0 (<60%)	15 (22.7)
Total	-	-	66 (100)

DISCUSSION

Learning English has become a challenge for students to move forward in education. This chapter's goal is to present a significant discussion of the study's findings within the framework of the most recent empirical research. Up-to-date knowledge about trends and needs of English learning will motivate students to take an interest in it. According to the current study, The students had a strong desire to learn English as collaborated with the findings of [2], who conducted their research study on 60 students of Cambodia University and concluded that students were strongly motivated to acquire the skill of English speaking. In this study, results indicate that students were motivated to acquire the skill of English because they wanted to go

abroad for higher education or for job opportunities similar to the results of [14], who found in his focus group discussion sample of nine, grade 10 students of Romania that they were motivated to learn English for higher education. After all, the main reason for their failure was their inability to pass through the medium of English. They considered English as an overseas language and faced failure. The students were motivated internally because they had realized its importance in their educational advancement, to study abroad, to learn new knowledge, to communicate with people of different cultures, and look like a knowledgeable person and these findings are comparable with the findings of [15], who conducted his study on 371 students of Vietnam National University, Hanoi – University of Engineering and Technology (VNU-UET). He concluded that students in his study were highly motivated to absorb English. In the present study, it has been noticed that students had a positive attitude to learn English opposite to the results of Virginia [16], who conducted a study on 118 students of Grade 10 students in Indonesia. They concluded that students did not have a positive attitude on the way to English learning which might be due to the reason of immature students at this level of education. Grade 10 students become mature when they face the environment of college and university and the importance of English in communicating with the world. Lastly, they found no significant correlation between The attitude of pupils and their ambition to learn English. Another factor that influences students' attitudes and motivation is career choice. This current study shows that the majority of pupils thought that studying English would help them get decent jobs and career opportunities. These findings are similar to those obtained by Imsa-Ard [17], where students affirmed that English is essential for their future career opportunities and for a better successful future. When asked if they felt nervous speaking English in class or with strangers, the majority of pupils said they did. Another study question linked with an anxious and afraid feeling that the other students would make fun of them if they improperly spoke English. This finding is similar to the finding of Syahfutra and Wibowo [18], who discovered that students' fear of making mistakes, uneasiness, and originality were the primary causes of their anxiety when speaking. Additionally, Santosa [19] also discovered that language anxiety also affects Indonesian students and they felt anxiety due to fear of making grammatical mistakes and running out of vocabulary. Throughout my study, it has been noticed that students had the motivation to learn English communication skills following the findings of Sayed Tanweer Ahmed and Dr. Rana Naeem Akhtar [20], who conducted a study in Pakistan. They found that communication is considered a backbone but it had not been developed as it should be. They also found motivation an important factor in learning oral proficiency in English.

The researcher concludes that English language learners are motivated and have a favorable attitude towards the language based on the data. According to the data, most students have a strong desire to study English since they know it will help them both academically and professionally. They are aware of its importance for landing decent employment, moving overseas, and leading successful lives. Some students, however, claimed that speaking in English made them uneasy and anxious, particularly when they were speaking in front of other students. The researcher initially believed that the reason the students were afraid to speak was because English was not their first language. There are some limitations of the current study: (1) a large sample size will be needed to validate the findings. In the current study, the sample size is not large enough to generalize findings to the population, (2) this study was restricted to Akhtar Saeed Medical College of Nursing only. Hence our results cannot equally generalize to other settings in different parts of the country, and (3) in the current study, the researcher used a non-probability convenient sampling technique which is not a good enough sampling technique. Major strength of this study is that this study gives the current baseline data about the Attitude and motivation of nursing students that will be helpful for improvement in their English. Here are the recommendations for future research: (1) The teachers must have knowledge and understanding of the student's attitudes and motivation and how to tackle these. Teachers need to instil the significance of learning English in their students. Teachers should help them in realizing the value of English in developed countries. (2) Students need to be aware of their attitude and motivation, certain attitudes can have a negative, so learn to recognize what motivates you, how to deal with it, and how to stay positive and motivated. (3) To verify the findings of this study and get more in-depth information, it is advised that future researchers employ various data collection techniques, such as interviews and observations. (4) A larger sample size with more participants from different departments rather than just nursing can be considered. (5) Multiple settings should be included to gather data and for better generalizability.

CONCLUSIONS

Based on the results, the researcher concludes that English learners have a positive attitude and motivation toward the English language. The data shows that the majority of students are highly motivated to learn English because they are aware that it will benefit them in both their professional and academic lives. They know its significance in securing good jobs, living abroad, and excelling in life. However, some students said that the use of English made them feel nervous and uncomfortable, especially when speaking in front of other students. For a

time, the researcher concluded that the fear of speaking was because English was not the student's first language.

Authors Contribution

Conceptualization: AJ

Methodology: AJ, NJ,

Formal analysis: ZA

Writing-review and editing: AJ, NJ, ZA, GM, SP, UD

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

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