



Impact of Student's Motivation on Academic Success in English as a School Subject

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Abstract

English has become the global language of science, technology, and communication, making proficiency in the language essential for academic and professional success. Language learning motivation plays a crucial role in enhancing students' fluency and overall competence. This study examines the level of English language learning motivation among secondary school students and its impact on their academic performance in English. A quantitative research approach was employed in the district of Bhakkar, Punjab, Pakistan, where 400 male students from public secondary schools were randomly selected as the sample. Data was collected using a self-developed, self-administered instrument designed to measure students' motivation toward learning English. The results revealed a strong positive correlation between students' motivation and their academic achievement in English ($r = 0.716, p < 0.001$), indicating that higher motivation levels significantly contribute to better performance. Additionally, the study found no statistically significant difference in motivation levels between urban and rural students ($p > 0.05$), suggesting that geographical location does not influence students' willingness to learn English. The findings underscore the importance of fostering motivation in English language learning, as it plays a key role in developing students' communication, writing, listening, and speaking skills, along with enhancing critical thinking, confidence, and creativity.

This study highlights the need for educational institutions to implement strategies that enhance students' intrinsic and extrinsic motivation, ensuring improved English proficiency and academic success. Future research could explore additional factors influencing language learning motivation and assess its long-term effects on students' linguistic and cognitive development.

Keywords:

English Subject, Learning Motivation, Academic Achievement, Secondary School, Student, Teacher.

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1. Introduction

The concept of motivation is wide and includes wants, goals, drives, and passions (Buzdar et al., 2017). One of the starting points for learning the lesson has been motivation, which mobilizes the children and helps the student perform what he or she should do during school hours (Afzal et al., 2010). One factor that helps students succeed in the teaching and learning process is motivation. Any goal may be accomplished with the right amount of motivation (Abdullah et al., 2023). Education experts have shown a keen interest in the relationship between students' motivation and academic success. Among all subjects, English occupies a special place since it acts as a universal language and is crucial for successful academic achievement across a range of subjects. In addition to being intellectually fascinating, comprehending the complex link between students' motivation and their performance in the subject of English.

English has practical consequences for teachers, students, and policymakers (Chou, 2014). In Pakistan, English is taught in schools as a compulsory subject. To get promotion to the next class, students must pass this subject at all costs. Unfortunately, Pakistani secondary school children's academic performance in English subject hasn't been up to par (Tariq et al., 2013). A significant portion of the successful students can complete this subject with simply passing grades (Khan & Khan, 2016). There are a number of factors contributing to students' poor performance in English, including ineffective teaching strategies, an overreliance on grammar translation techniques, a lack of practice, a lack of emphasis on speaking and listening, teacher-centered classrooms, insufficient training for teaching staff, and inadequate classroom facilities (Ahmad et al., 2016). A crucial element in the growth of the nation has been the widespread failure of students in the subject of English. When students don't give their all in the classroom, it might cause the nation's economy to become unstable (Akram, 2017).

In addition to other factors, students' passion for learning has a significant impact on their academic success in Pakistan (Dilshad et al., 2019). In Pakistan, children's underachievement in English is mostly attributed to academic desire. Krishnan and Pathan (2013) claimed that Pakistani students' lack of motivation to study English may be the cause of their failure. Teachers may solve this issue by establishing a learning environment in the classroom that increases and supports students' willingness to learn English. English proficiency serves as a barometer of linguistic competency as well as a doorway to more varied academic and professional possibilities due to its worldwide significance. Thus, this study was organized to investigate the numerous elements that affect students' motivation when studying English and how this motivation affects their performance. The audience can learn more about this link and maybe design teaching methods and interventions that will motivate students and improve their academic performance in the subject of English and English as an international language in Pakistan. In order to achieve this research goal, the study intends to address the following research questions:

- Is there any statistically significant correlation between students' motivation and their academic achievement in the Subjects of English?
- Is there any statistically significant difference in perceptions among urban and rural areas' students about relationship between students' motivation and their academic achievement in the Subjects of English?

1.2. Hypotheses

H₀ - There is a statistically significant correlation between students' motivation and their academic achievement in the Subjects of English.

H₀ - There is a statistically significant difference in perceptions among urban and rural areas' students about relationship between students' motivation and their academic achievement in the Subjects of English.

2. Literature Review

English language proficiency has developed into a priceless asset for the millions of people involved in international commerce. Learning to speak English well allows for successful communication as well as several career prospects. It strengthens the competitiveness of labour market, improves career opportunities and promotes pleasant social relationships (Rustamov & Mamaziyayev, 2022). Additionally, being able to communicate in English makes it easier to form durable connections that may enhance both your personal and professional lives, eventually resulting in a more rewarding and successful journey (Nguyen, 2019). Therefore, learning English is a gateway to the world of connections and opportunities, whether for professional development or personal improvement. Since English is so widely spoken around the world it may facilitate conversation and understanding in a variety of nations. With English proficiency, one may broaden his horizons, fulfil his travel fantasies, bridge cultural divides and create life-changing experiences (Rahmat, 2022).

For English speakers looking for work and professional advancement, internet era has created a wealth of options. Online platforms feature a myriad of conferences, trade exhibitions and business gatherings that typically necessitate fluent English speakers to participate as guests or presenters (Dutta, 2019). For those who may have been underusing their language abilities since college or other life phases, this offers a rare opportunity. By utilizing their English skills people may not only open up new job opportunities but also contribute to a variety of sectors and international conversations. English speakers have a wide range of online prospects, so now is a great moment to take advantage of your language abilities and open up a world of career chances (Pandey & Pandey, 2014).

English language proficiency is crucial, especially if you want to start your own business. The success and expansion of a business frequently depend on its capacity to communicate in English in today's globalized world. Nowadays, many small firms serve a varied customer base, so having staff members who are fluent in both the local tongue and English is a tremendous benefit. It not only makes efficient service and hospitality possible, but it also broadens the market for your company (Clement & Murugavel, 2018). Moreover, improving your English language talents, including vocabulary, grammar and conversational skills, is a unique advantage while looking for new chances or beginning a new job or organization. With English language skills, one can become a more desirable prospect in cutthroat online job market (Ahmad, 2016).

Different work cultures exist in various nations, and these cultures frequently mix legal and illegal behaviour. As a student, having a solid command of English may be a very helpful tool in assisting you in navigating these occasionally confusing and morally difficult circumstances (Benson et al., 2012). It's more than simply a language; it's a way to empower people to deal with the complexity of many work cultures while abiding by the law. A potent method of bringing together many individuals into one harmonious voice is the removal of linguistic barriers. It can open the door for peace and cooperation on a global scale when people

can comprehend and communicate with ease. A number of important benefits result from this unity, including easier contacts with other businesspeople on a global scale (Harumi, 2002). By allowing us to more thoroughly immerse ourselves in various cultures and traditions, it also improves our learning experiences when we travel overseas. Furthermore, it promotes a wider understanding of other cultures, going beyond just people's own, as they learn that language distinctions do not separate them from their common humanity (Xu, 2017).

Learning English paves, the way to greater mental toughness and self-assurance. Being able to speak in another language boosts someone's confidence and makes him stand out in a crowd. People are attracted to those who are multilingual because they understand the brains and tenacity required to master such a talent (Sugiarto et al., 2020). This piques people's interest and encourages them to want to understand more about their distinctive viewpoint and the insights they can provide. In this way, mastering English broadens people's linguistic capabilities while simultaneously enhancing their intellectual as well as social attractiveness, leading to a variety of connections and chances (Boonkit, 2010).

3. Methodology

3.1. Method and Design

This quantitative research study was well-suited for exploring the world of perceptual phenomena under survey research design. Survey design made it possible to gather insightful information about the participants' opinions and their experiences. Quantitative method made it possible to employ statistical analysis to extract valuable insights and patterns from data.

3.2. Participants

This study was carried out in the district of Bhakkar. District Bhakkar was divided into four tehsils: Bhakkar, Mankera, Darya Khan, and Kallur Kot. The district's all male secondary school students were included in the scope of this study. According to information from SIS Punjab in 2023, the population under inquiry consisted of 10224 male students enrolled in public secondary schools. Table 1 shows how this population is distributed across the district's numerous tehsils.

3.3. Sampling

Any research study's reliability and validity depend on the selection of the proper sampling technique. Probability sampling was a good choice for this investigation, and using the simple random sample approach was appropriate given the circumstances of the study. The researcher contacted the district education authority and requested that they generate lists of all enrolled students in male public sector secondary schools. After receiving the complete list of all students, the researcher constructed a sampling frame and allotted each student a random number. Hereafter, the researcher used an online random number generator tool and drew a sample of 400 students. Any research project must carefully consider the right sample size since it directly affects the accuracy and dependability of the results. Mills and Gay (2019) suggested that a sample size of 400 would be suitable when working with populations greater than 5,000 people.

3.4. Instrumentation

On a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), a closed-ended self-constructed questionnaire was developed. For the purpose of gathering information from the sampled population, the questionnaire had a total of 21 items. Further details of the research

scales have been added to Table 1. The integrity of a study depends critically on the validity and reliability of any research tool. Prior to data collection in this study, meticulous measures were taken to ensure the instrument's content validity. To do this, eight highly competent specialists with PhDs in the social sciences were sought out for their essential ideas and experience. These experts' opinions and pooled knowledge were very helpful in improving the study instrument. The essential alterations and revisions were carefully put into place in accordance with their insightful advice. After the validation process of the research tool, conducting a pilot study to evaluate the research instrument was a vital stage in the research process before the main study began. The viability of the research design overall, the time and resource needs, and the usefulness of the instrument were all crucially determined by this pilot study. 38 (almost 10%) questionnaires were distributed during the pilot testing period, allowing the researcher to make crucial instrument revisions. Once the pilot study data was gathered, it was crucial to determine the internal consistency of the research tool. For such purposes, Cronbach's alpha was used to thoroughly assess the research instrument's reliability, an essential component of every empirical investigation. A minimum reliability value of 0.70 was regarded as appropriate for research equipment, as advised by Whitley and Kite (2012). The researcher went above and beyond in this study to ensure the validity and reliability of the instrument by only including those items that demonstrated a significant reliability coefficient, exceeding a minimum score of 0.70.

3.5. Data collection process

To ensure the accuracy and validity of the information acquired, data collection procedure in this study was characterized by a rigorous and individualized approach. To collect the data from the sampled students the researcher travelled to the study sites that had been chosen. The researcher painstakingly obtained permission from the appropriate authorities before beginning data collection, displaying a dedication to ethical and procedural issues. Building a relationship of trust, friendliness and affinity with the respondents was important to the researcher. This method not only created a favourable environment for data collection but also made sure that respondents were at ease and secure throughout. The study's aims were clearly explained, and participants' desire to participate was further encouraged by guarantees of secrecy. An amazing 96% response rate was attained as a result of the researcher's personal visits and the tailored approach to data collection demonstrating the efficacy of this strategy. The focus and devotion put into the data collection procedure are shown in the high response rate which ultimately strengthens the validity and dependability of the study findings.

3.6. Data analysis process

The data in this study were analyzed using a thorough strategy that integrated both descriptive as well as inferential analytic techniques. The data was carefully put into the statistical program SPSS 23-V for a methodical analysis. Descriptive analysis was used in first phase to provide the individualized frequency distribution of the research items. The researcher next focused on testing hypotheses. Regression analysis was used to determine how much students' motivation for English as a school subject affected their academic achievements in English. Before applying regression, researcher computed the variables of both scales via SPSS. Additionally, a t-test was run to determine difference, if any, between two categories of students, urban and rural. Before applying regression and t-testing, some core assumptions such as independence of groups, data normality, and homogeneity of variances, were met. For group independence, the data of urban and rural areas' students was available to the researcher. Data normality was established via the skewness and kurtosis matrixes that are presented in Table

6. Before using the t-test, homogeneity of variances was ensured via Levene's test, and its statistics have been added to Table 2.

4. Results

Strong internal consistency was shown by the scales' reliability analysis, as witnessed in Table 1. Both scales exceeded the generally recognized reliability coefficient of 0.70, demonstrating their dependability as measures of the underlying variables. In particular, the 10-item "English Subject Motivation" scale attained a high reliability coefficient of 0.729. Furthermore, the 11-item "Academic Achievements in English" scale, which also showed great internal consistency, had a reliability coefficient of 0.846. The scales employed in the study were more credible to these findings, which also implied that they could accurately and consistently measure the targeted constructs.

Table 1. Reliability statistics

Scales	Items	α
Students' Motivation	10	.729
Academic Performance in English	11	.846

Note. Total items = 21. Overall Cronbach's α = 0.787.

Table 2. Levene's test matrix

Scales	F	p
Students' Motivation	.086	.78
Academic Achievement in English	.073	.70

The outcomes of Levene's test, shown in Table 2, show that the assumption of homogeneity of variance for the two scales under consideration—ESM and AAE—has not been violated. With non-significant p-values for both scales, ESM ($F = 0.086, p = 0.78$), and AAE ($F = 0.073, p = 0.70$), the data show that the equality of variance has been preserved. These statistics allowed the researcher to execute a t-test (test of significance) for the mean comparison between urban and rural areas' students.

Table 3. Correlation matrix

Variables	1	2
Students' Motivation	-	
Academic Achievement in English	.863***	-

*** $p < .001$.

English subject motivation (ESM) and academic achievements in English (AAE) were two independent factors, and the examination of their connection yields vital insights into the validity of these scales for measuring the same construct. With a correlation coefficient ($r = 0.863$), the findings, as shown in Table 3, exhibited a substantial positive correlation between two factors ($p < .001$). The data therefore validates the significance of this study's measures by demonstrating that these two variables are convergent and reliable.

Table 4. Descriptive statistics of students' motivation (SM) scale with factor loading (FL)

Items	M	SD	FL
SM1. English as a subject can enhance my writing skills.	3.210	0.607	.794
SM2. It can make me to communicate with English speaker.	3.445	0.475	.834
SM3. It can help conveying knowledge to others.	2.981	0.240	.841
SM4. English language can be helpful in being confident.	3.279	0.383	.823

SM5.	It can help in understanding English literature.	3.513	0.463	.703
SM6.	It can help in doing assignments and exams.	3.347	0.627	.833
SM7.	It can help in making foreign friends.	3.625	0.314	.790
SM8.	It can help me in the future for career development.	4.003	0.313	.791
SM9.	It can make my personality attractive.	3.341	0.579	.800
SM10.	It can produce a sense of smart thinking.	3.546	0.426	.831

Note. $n = 384$.

The frequency distribution of scale ‘English subject motivation,’ which was intended to investigate secondary school students’ level of subject motivation in the subject of English produced encouraging results. Individual psychometric features are presented in Table 4, and results showed that a significant portion of respondents agreed with claim that English as a school subject had motivational characteristics that could motivate students to learn it as a language. Notably, the statistics show that the highest-rated item on this scale’s average mean score continuously stayed above 3.0. This shows that a sizeable percentage of respondents gave subject of English a contribution to promoting a feeling of motivation.

Table 5. Descriptive statistics of students’ academic achievement in English (AAE) scale

Items		M	SD	FL
AAE1.	Learning English has enhanced my vocabulary.	3.741	0.219	.801
AAE2.	It has strengthened my grammar.	3.289	0.461	.792
AAE3.	It has increased my speaking skills.	3.517	0.358	.777
AAE4.	It has strengthened my writing skills.	3.771	0.417	.803
AAE5.	It has enhanced my reading skills.	3.522	0.354	.812
AAE6.	It has increased my listening skill.	3.273	0.395	.791
AAE7.	It has increased my communication skill.	3.216	0.571	.787
AAE8.	It enhanced my proofreading skills.	3.313	0.351	.824
AAE9.	It produced creativity in me.	4.198	0.202	.836
AAE10.	It made me to be a critical thinker.	2.874	0.819	.841
AAE11.	It enhanced my confidence level.	3.412	0.426	.797

Table 5 presents the frequency distribution of the scale ‘academic achievements in English’. This scale is intended to investigate secondary school students’ academic achievement in the subject of English as a result of their subject motivation. The results showed that a significant portion of respondents agreed with the claim that their subject motivation towards English helped them achieve academically in this subject. Notably, the statistics show that the highest-rated item on this scale’s average mean score continuously stayed above 3.0.

Table 6. Grouped frequencies

Scales	M	SD	Skewness	Kurtosis	Range
Students’ Motivation	3.42	0.461	-0.81	0.65	1-5
Academic Achievement in English	3.46	0.397	-0.67	0.72	1-5

The statistics, given in Table 6, provide a clear picture of both scales’ central tendency and variability within the sample. English subject motivation exhibited ($M = 3.429$, $SD = 0.461$), while academic achievements in English had ($M = 3.466$, $SD = 0.397$). Furthermore, the values for skewness and kurtosis were looked at in order to evaluate the normalcy of the data. The findings showed that both scales’ data had a normal distribution. While English subject motivation exhibited a skewness of -0.81 and a kurtosis of 0.65, academic achievements in English had a skewness of -0.67 and a kurtosis of 0.72. Data is deemed normally distributed at the alpha level of 0.05 if it falls between ± 1.96 , as per the standard set out by Ho (2013).

Thus, it may be inferred that the data for both scales complied with the assumption of normal distribution since the estimated skewness and kurtosis values fall within this range.

Table 7. Regression analysis for motivational resilience on English language proficiency

Variable	B	β	F(2,198)	SE	t
Constant	7.79***			.24	
Students' Motivation	.96***	.73	31.65	.09	8.12
R	.838				
R ²	.716				

*** $p < .001$.

According to simple linear regression analysis shown in Table 7, English subject motivation positively affected secondary-level students' academic achievements in subject of English. The statistical findings show a strong correlation with a sizable impact size. A high F-statistic ($F(2, 198) = 31.65$) from study specifically showed that English subject motivation had a statistically significant influence on students' academic achievements. Additionally, predictor variable, English subject motivation, had a high R-squared value ($r = 0.716$), and it explained a significant percentage of the variation in the end variable, students' academic achievements in the subject of English. This suggests that English subject motivation can account for around 72% of variation in students' academic achievements in English. The beta coefficient ($\beta = 0.73$) emphasizes relationship's strength and upward trend even more.

Table 8. Comparative mean score between urban and rural areas' students

Variables	Urban Students		Rural Students		t(198)	p	Cohen's d
	M	SD	M	SD			
Students' Motivation	3.37	0.37	3.47	0.44	-0.19	.73	-0.24
Academic Achievement in English	3.48	0.49	3.44	0.52	0.10	.81	0.08

Note. Urban students ($n = 209$), Rural students ($n = 175$)

The data shown in the Table 8 offers significant insights into the difference between urban areas and rural areas' students on ESM and AAE. According to findings, students from urban areas exhibited similar scores on ESM ($M = 3.37, SD = 0.37$) to their rural counterparts ($M = 3.47, SD = 0.44$), and students from urban areas exhibited similar scores on AAE ($M = 3.48, SD = 0.49$) to their rural counterparts ($M = 3.44, SD = 0.52$). Additionally, the independent samples t-test ($t(198)$ ESM = -0.19, AAE = 0.10) revealed that this mean difference was not statistically significant. Moreover, the impact size was not found to be substantial (d (ESM = -0.24, AAE = 0.08) as determined by Cohen's d). Given the facts provided, it would be more appropriate to declare " $p > .05$ ", as shown in Table 8, to signify no statistical significance of observed difference between the variables.

5. Discussion

The study's main goals, which included examining the connection between students' motivation and academic achievement in English, were effectively met. The results showed a significant and positive association between students' levels of motivation and their performance in the discipline, showing that motivated students tended to do better academically. These findings are consistent with the study of Dilshad et al. (2019), who argued that students' passion for learning has a significant impact on their academic success. The study also showed that students' academic success in English was significantly influenced by their desire for the subject. These results highlight the value of encouraging and maintaining students' interest in their chosen academic discipline as a way to boost their performance in the

subject. These results are consistent with those of Afzal et al. (2010), who argued the student's motivation is a crucial aspect that substantially benefits the learner, creating commitment to the learning process and a strong attachment to the subject matter.

The findings of this study offer convincing proof of the numerous advantages of studying the English language from the viewpoint of secondary-level students. The results highlighted the value of English proficiency in many facets of their lives. Students see studying English as a fun activity as well as a useful tool for advancing their careers, enabling contact with English speakers, improving writing abilities, and building self-confidence. Supporting these findings, Sugiarto et al. (2020) concluded that a person's confidence is increased and he becomes more noticeable in a crowd when he can speak another language. People are drawn to multilingual individuals because they are aware of the intelligence and persistence needed to perfect such a skill. At another place, Boonkit (2010) claimed that learning English increases one's linguistic versatility while also boosting one's intellectual and social appeal, opening up a number of connections and opportunities.

Further, the findings of study showed how studying English had a substantial influence on students' academic motivation and performance. It was found that studying English increased the students' communication skills, writing originality, and self-confidence, in addition to their language proficiency in vocabulary, grammar, writing, speaking, and reading. Findings were consistent with Nguyen (2019), who stated that English communication makes it simpler to establish lasting relationships that could improve both your personal and professional lives, ultimately leading to a more fulfilling and successful journey. Pandey and Pandey (2014) concluded that people use language skills to expand their employment options because English speakers have a variety of online potential. The way in which people communicate and understand language is fundamentally influenced by grammar, the collection of rules that regulate how a language works. In view of the complex connections between learning English, motivation and academic performance, study emphasizes the need for a solid educational foundation in language skills for students' overall success. Ahmad (2016) had opinion that when exploring for new opportunities, starting a new job, or joining an organization, having stronger English language skills, including vocabulary, grammar and conversational abilities is an advantage.

6. Conclusion

This study highlighted the important influence that learning English language has on students' motivation and academic success. Results offer convincing proof of the multiple advantages that students believe English education has to offer. Aside from being a useful talent, English proficiency is also considered a source of fun, a tool for job progress, a method to interact with English speakers, a way to improve writing skills, and a way to boost self-confidence. According to the study's findings, the students who were excited about learning English performed better academically with respect to the subject. Along with an improvement in their language competency across vocabulary, grammar, writing, speaking and reading, they also displayed improved communication skills a better level of creativity in their work, and an increase in self-confidence. In contrast, under-motivated students frequently struggle to comprehend the subject due to a lack of confidence, unfulfilled expectations, personal difficulties or undue pressure. Poor academic achievement might result from this lack of drive.

7. Recommendations

The following recommendation may be considered from the findings of this study:

- Students may be encouraged in their study of the English language since it has many benefits for their overall well-being, including professional progress, interacting with those who speak English and increased self-confidence.
- Importance of motivation in achieving academic goals may be recognized. Studying may be made entertaining and pleasurable to help students discover own intrinsic drive.
- To further inspire students, practical uses of English may be emphasized such as its significance in exams and job interviews.
- To improve communication and academic achievement, teachers may put an emphasis on developing students' outstanding communication abilities, including grammar, vocabulary, writing, speaking and reading.
- In order to guarantee that students, have a firm grasp of grammar principals, teachers and students must acknowledge essential role of grammar in language acquisition.

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