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FACTORS AFFECTING SECONDARY SCHOOL STUDENTS' MOTIVATION TOWARD LEARNING ENGLISH

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ABSTRACT

This study aims to investigate how various factors affect the learning of the English language. Several significant factors that impact student motivation are; parental involvement, classroom factors, English class anxiety, teacher attitude, student interest, teacher feedback, peer-related factors, desire to learn English, and social motivation. The study follows a descriptive research design that utilizes a quantitative questionnaire to gather numerical data. Secondary school students constitute the population. Through simple random sampling, a sample of 300 secondary school students in grades nine and ten was selected. This study adopted a questionnaire comprised of 41 items. The data were analyzed using SPSS through percentage, mean, and standard deviations. Findings show that most participants believe parents' encouragement and peer support are crucial factors in promoting English language proficiency among students. Students in the English class experience a lack of confidence and anxiety and perceive their fluency as inferior to their peers. They value positive teacher-student interactions and prefer teachers who are kind and patient. They emphasized the importance of studying English, which was critical to their future academic pursuits. It was suggested that teachers might design engaging lessons that are relevant, and practical for their students to increase their motivation. Moreover, teachers might also establish a conducive classrooms environment.

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1. Introduction

In today's interconnected and globalized world, English has become a lingua franca (Firth, 1996). Pakistan has recognized English as an official language (Akram and Mahmood, 2007). English language learning symbolizes power, prestige, and accomplishment among Pakistani learners (Rahman et al., 2017). English is compulsory for Pakistani students of grade one up to the college level (Jillani, 2009). However, various factors influence their ability to learn the language, such as fear, self-efficacy beliefs, language proficiency, socioeconomic status, parental involvement, and gender. Additionally, a teacher's attitude can also impact a student's motivation to learn. People are interested in learning English as a second language because of the widespread use of this language and also its value in the world. The official and second language in Pakistan is English (Akram & Mahmood, 2007; Warsi, 2004). It is spoken in influential spheres, such as business, military, law, academia, and other government and private offices, including banking, telecommunications, and media (Mansoor, 2004). Therefore, speaking English is highly valued, and not possessing this skill can limit an individual's job prospects.

Motivation helps in learning things easily and in an effective way. Especially the students need to be much more inclined and motivated to learn English as it is our official and a foreign language that keeps us connected to the world. Teachers and educators must learn new methods that keep the students motivated. For students' motivation parental involvement is necessary, it would also achieve various educational domains (Desforges & Abouchaar, 2003). During the journey of English language learning parental support, encouragement, and active involvement in the child's learning journey may produce a positive impact on student learning and growth.

Classroom dynamics, along with parental and student-related factors, significantly influence students' motivation in language learning. Other than parents' motivation, many factors show a positive impact on the learning of students, and these include classroom environment, teaching methods, and instructional material. An engaging and entertaining classroom climate will enhance students' motivation (Dörnyei, 2001). According to motivational theories, students' attitudes toward the new language are pivotal for successful acquisition. Positive attitudes often arise from inspiration and motivation, which drive students' commitment to learning.

Integrating technology such as multimedia resources and authentic materials in English Language classrooms also positively impacts and engages students more (Hampel & Stickler, 2005). In the past English classes were referred to as uneasy with unpleasant experiences by the students which affected students' motivation and language learning outcomes (Horwitz et al., 1986). Anxiety within language classrooms, particularly in English language settings, is a significant deterrent to student engagement and motivation. This anxiety, stemming from the stress of the learning environment, adversely affects language acquisition and overall student motivation. Students who experience high levels of anxiety in English language classrooms exhibit decreased motivation, reluctance to participate, and avoidance behaviors (MacIntyre & Gardner, 1991).

Teachers play a vital role in shaping student motivation in learning English. Their attitudes toward students, teaching, and the subject matter can significantly impact student motivation (Wentzel, 2002). Teachers who demonstrate enthusiasm, supportiveness, and positive attitudes toward students' language learning efforts tend to foster higher motivation levels among their students (Bekleyen & Yaman, 2020). Student interest and intrinsic motivation have long been recognized as critical factors in language learning. When students perceive learning English as personally relevant, interesting, and enjoyable, their motivation and engagement increase (Deci &

Ryan, 1985). Teachers can capitalize on students' interests by incorporating authentic and meaningful language tasks and providing opportunities for choice and autonomy in the learning process.

A fundamental human desire that can affect behavior is a sense of belonging. He goes on to say that if the phrase is used about the school setting, it relates to students' perceptions of social support, a sense of connectivity, and the experience of feeling important to and appreciated by the school community. It is a cognitive assessment that frequently results in an efficient reaction or conduct. Numerous advantageous, prosocial, and successful consequences in the field of education are associated with a sense of belonging. By connecting with people at school, students develop friendships and other relationships that may be a valuable source of support and enhance their educational experience.

The factors influencing student motivation are interconnected, often influencing each other in dynamic ways. By sharing insights into their child's learning preferences and offering feedback on teaching methods, parents and teachers can collectively enhance motivation (Wentzel, 2002). A supportive teacher attitude mitigates students' anxiety about learning English. Establishing a nurturing and non-judgmental atmosphere empowers students to overcome their language-related fears (Das et al., 2023), thus bolstering their motivation to engage with the material. Shared interests among peers foster a sense of collaboration in the classroom. Students with similar interests often engage in peer tutoring, leveraging social interactions to enhance motivation and support each other's learning journey.

Furthermore, constructive feedback and avoiding negative comments by teachers reinforce students' intrinsic motivation to master English (Fong, et al., 2019), and validate their commitment to learning. Classroom activities that encourage social interaction, such as group projects or debates, tap into students' desire for social connection. These collaborative learning experiences provide meaningful contexts for language practice fueling

motivation and engagement. Understanding these intricate connections enables educators to develop comprehensive strategies for nurturing student motivation. By addressing multiple factors in tandem and fostering synergy between them, teachers can create a vibrant and supportive learning environment conducive to student success.

Despite the immense importance of English in Pakistani society, a significant proportion of students fail to acquire proficient English language skills, even after studying it as a mandatory subject for 14 years at different levels of education (Warsi, 2004). Motivation and English learning are directly proportional to each other (Yu et al., 2019). All factors that left students behind from learning the English language at the secondary and post-secondary levels must be analyzed by the teachers so they can create effective teaching strategies that foster positive language learning outcomes. Addressing these factors is essential for fostering a conducive learning environment that promotes positive attitudes and reduces anxiety, thereby facilitating language acquisition and enhancing students' motivation to learn.

1.1 Objective

This study explored the factors that affect students' motivation to learn English language at the secondary school level. More specifically the factors related to parents' involvement, classroom related activities, English class anxiety, the attitude of the teacher, students' interest in the English language, teacher feedback, peer support, desire to learn English, and social motivation were investigated.

2. Methodology

2.1 Research Design

This study followed a descriptive research design that utilized a survey questionnaire to gather numerical data, focusing on the factors that affect the student's motivation toward English Language Learning.

2.2 Participants

A sample of 300 (150 male and 150 female) students from 30 (15 boys and 15 girls) secondary schools was randomly selected.

2.3 Instrument

This study employed a questionnaire based on prior research (Nawaz et al., 2015; Horwitz et al., 1986) to examine potential factors influencing students' motivation to learn English. The questionnaire consisted of two sections: the first section aimed to gather demographic information, while the second section focused on factors impacting motivation to English language learning. The questionnaire comprised 41 items covering all nine factors., i.e. parental influence, classroom environment, English class anxiety, teacher attitude, student interest, teacher feedback, peer support, desire to learn English, and social motivation.

2.4 Data Collection

The questionnaire was distributed to 300 secondary students randomly chosen from 30 schools, with an equal split of 150 males and 150 females across 15 boys and 15 girls' schools, respectively. Out of 300 Questionnaires, 290 completed questionnaires were received back. Preliminary screening was carried out and incomplete questionnaires were excluded. Therefore, a total of 282 (139 male and 143 female) questionnaires were analyzed.

3. RESULTS

The percentages, mean, and standard deviation for every item in the factors were calculated to determine which factor and which items had the most impact on students' motivation.

Table 3.1

Parental Involvement in Learning English Language

Statement	SA %	A %	U %	DA %	SDA %	Mean	Std.
My parents insist I should devote more	39.7	43.4	8.8	4	4	4.11	1.000

time to my English studies.							
My parents encourage me to practice my English.	40.7	46.5	8.1	4	.7	4.23	0.812
My parents have emphasized the importance of English.	34	32	14.8	11.4	7.7	3.74	1.255
My parents show considerable interest with my English class.	30.3	35.7	15.8	13.5	4.7	3.74	1.164
My parents feel that I should continue studying English.	46.5	27.3	11.1	9.8	5.4	4.01	1.200

Note: SA=Strongly Agree, A=Agree, U=Undecided, DA= Disagree, SD= Strongly Disagree.

In the survey, it was found that 46.5% of the respondents agreed that their parents actively encourage and support their English language practice, making it the most common response. A considerable number of participants also acknowledged that their parents place a strong emphasis on the importance of English after completing school, as well as showing a keen interest in anything related to their English class. Additionally, 43.4% of individuals agreed that their parents insist on dedicating more time to their English studies, while 46.5% strongly agreed that their parents believe they should continue studying the language. It is worth noting that the standard deviation (1.25) of the variable "My parents have emphasized the importance

of English when I finish school" is higher than the other variables, indicating a greater degree of variation within this dataset.

Table 3.2

Classroom Factors Affecting English Language Learning

Statement	SA %	A %	U %	DA %	SDA %	Mean	Std.
My motivation for learning English is interrupted by my friends when they talk.	34.7	31.3	12.8	12.8	8.4	3.71	1.292
I want to work with my friends to learn English better.	39.7	38.4	14.5	4	3.4	4.08	1.000
AV aids related to English learning in the classroom help learn better.	38.1	40.1	10.1	8.4	3.4	4.02	1.051
I am afraid to speak English in front of others.	31.6	24.6	13.1	18.5	12.1	3.45	1.405

The survey results indicate that 39.7 percent of individuals strongly express their desire to collaborate with friends to enhance their English language proficiency. On the other hand, 34.7 percent of people strongly agree that their motivation to study English is hindered when friends engage in casual conversation. Furthermore, 40.1 percent of participants agree that utilizing visual aids and additional resources in English classrooms contributes to improved learning. A significant majority of 31.6 percent of students strongly agree that they feel hesitant to speak publicly in English. Overall, the respondents mostly indicated their preference for working with peers to enhance their English skills. It is worth noting that there is

considerable variation in this dataset, as the variable "I am frightened to speak English in front of others" exhibits a higher standard deviation of 1.405 compared to the other variables.

Table 3.3

Percentage, Mean, and Std for English Class Anxiety of Language Learners

Statement	SA %	A %	U %	DA %	SDA %	Mean	Std.
I never feel quite sure of myself when speaking in our English class.	29.6	37.5	12.5	13.5	6.7	3.71	1.215
I always feel that the other students speak English better than I do.	29.3	23.2	19.9	18.9	8.8	3.46	1.319
I get nervous and confused when I am speaking in my class.	21.9	33.3	9.1	23.2	12.5	3.30	1.365
I am afraid because the other students will laugh at me when I speak English.	21.9	21.2	17.5	22.2	17.2	3.09	1.416

According to the survey, 37.5% of students agree that they never feel completely confident when speaking in their English class. Additionally, 29.3% of individuals strongly agree that they consistently perceive other students to speak the language more fluently than they do. Furthermore, 33.3% of participants agree that they experience anxiety and confusion when speaking in front of their English class. On the other hand, 22.2% of individuals disagree that they are concerned about their English speaking skills causing laughter among their peers. Most students, with an average rating of 3.71, indicate that they never feel completely confident when speaking in their English lessons. It is noteworthy that this dataset exhibits a significant amount of variation, particularly in the variable "I never feel quite

sure of myself when I am speaking in our English class," which has a higher standard deviation compared to the other variables.

Table 3.4

Attitude of Teachers in Classrooms for English Language Learning

Statement	SA%	A %	U %	DA %	SDA %	Mean	Std.
The teacher is in maximum eye contact with the students.	42.1	32.3	14.1	5.7	5.7	3.99	1.141
The teacher stops at every single error and treats it.	41.4	36	12.8	6.4	3.4	4.06	1.046
The teacher behaves in a friendly manner in the English class.	62	28.6	5.4	2	2	4.46	0.852
The teacher uses authentic materials while teaching.	57.2	26.3	9.8	4	2.7	4.30	1.004
The teacher punishes students for not keeping discipline in the English class.	29.3	23.9	18.2	19.5	9.1	3.46	1.332

According to the survey findings, 42.1% of individuals strongly agree that it is essential for teachers to maintain eye contact with their students. Similarly, 41.4% of respondents concur that when students make mistakes, the instructor consistently stops and corrects them. A significant majority of 62% of individuals firmly agree that their English teacher kindly conducts themselves. Furthermore, 57.2% of individuals prefer the use of authentic resources by the teacher during English lessons. However, only 29.3% of individuals strongly believe that teachers should penalize students for maintaining discipline in English classes. Overall, most students indicate

positive experiences with their English teacher's behavior. The fact that the teacher punishes students for keeping discipline in the English class, exhibits a higher standard deviation compared to the other variables suggesting that there is more variation in responses related to this aspect of the dataset.

Table 3.5

Percentage, Mean, and Std for Student's Interest in the English Language

Statement	SA %	A %	U %	DA %	SDA %	Mean	Std.
I want to read English newspapers and magazines.	36.7	24.2	10.8	13.1	15.2	3.54	1.473
I want to learn English well.	68	20.2	4.7	5.7	1.3	4.48	0.915
I wish I could speak English perfectly.	67.7	21.5	6.1	2.4	2.4	4.51	0.886
I enjoy meeting and listening to people who speak the English well.	53.5	30.6	8.1	5.1	2.7	4.28	0.991
Studying the English language is enjoyable.	53.9	32	6.1	5.1	3	4.28	0.995

According to the survey results, 36.7% of the respondents strongly agree that they prefer to read English-language publications and periodicals. A significant majority of 68% of respondents strongly express their desire to master the English language. Similarly, 67.7% of respondents strongly agree that they aspire to speak English fluently. Additionally, 53.5% of respondents strongly agree that they enjoy conversing with and listening to English-speaking individuals. Furthermore, 53.9% of individuals strongly agree that they find learning English to be a fun experience. On average, most students express their wish to speak English fluently. It is noteworthy that the variable "I want to read newspapers and magazines in English." exhibits a higher

standard deviation compared to the other variables, indicating a greater variation within this dataset.

Table 3.6

Effect of Teachers' Positive Feedback on Learning English

Statement	SA%	A %	U %	DA %	SDA %	Mean	Std.
My motivation for learning English increases when my teacher praises me.	54.9	33	8.4	3	.7	4.38	0.815
If my teacher explains what I need to improve, I feel motivated.	57.9	34	5.4	2.7	0	4.47	0.724
My motivation increases when I obtain good grades in English.	73.4	17.2	8.1	.7	.7	4.62	0.720
I feel motivated when my teacher gives positive feedback.	52.2	29.6	10.4	3.7	4	4.22	1.057

More than half of individuals strongly agree that they feel encouraged when their teacher praises their performance. Similarly, 57.9% of individuals strongly believe that students are more motivated to study new material when their instructor highlights areas for improvement. Additionally, 73.4% of individuals strongly agree that achieving high marks in English enhances their motivation. 52.2% of respondents strongly agree that they are inspired when their teacher expresses satisfaction with their accomplishments. In general, most people state that receiving excellent marks in English serves as a strong motivator.

Table 3.7

Peer-Related Factors Affecting Learning English

Statement	SA	A	U	DA	SDA	Mean	Std.

	%	%	%	%	%		
Friends help with my English studies is important for me.	45.5	32.7	12.1	6.4	3.4	4.11	1.058
Friends encouragement to study English is important for me.	41.4	31.6	12.1	11.8	3	3.97	1.130
If my friends have a positive attitude toward English, it motivates me to learn.	37.7	40.4	12.5	6.7	2.7	4.04	1.012
Realizing that my classmates have better marks than me, motivates me to study harder.	53.9	21.5	7.4	11.8	5.4	4.08	1.249
Realizing that my classmates can speak English better than me, motivates me to learn English.	40.1	39.1	10.1	7.4	3.4	4.04	1.061
Realizing that the teacher has praised my classmates makes me try my best.	40.7	34.7	15.5	8.1	1	4.07	0.984

According to the survey, 45.5% of respondents strongly believe that receiving support from friends is crucial for their English studies. Similarly, 41.4% strongly agree that their friends pushing them to pursue English studies is important. In addition, 40.4% of participants agree that being inspired by their peers' attitudes toward learning English serves as a motivating factor. A significant majority of 53.9% strongly agree that

realizing their peers have higher grades than them inspires them to work harder in the classroom. Moreover, 40.1% strongly agree that their peers' superior English-speaking abilities motivate them to learn the language. Furthermore, 40.7% of respondents strongly agree that they exert more effort when aware of their classmates' positive feedback from the teacher.

Table 3.8

Percentage, Mean, and Std for the Desire of the Students to Learn English

Statement	SA %	A %	U %	DA %	SDA %	Mean	Std.
I want to know all aspects of English.	50.2	33.7	9.1	1.3	5.7	4.21	1.057
I would spend all of my time learning English.	37.4	30.3	14.1	11.4	6.7	3.80	1.242
I want to learn English so well that it will become natural.	48.1	34	7.7	8.4	1.7	4.18	1.011
I want to learn English well so I can access information.	48.5	39.1	7.7	2.4	2.4	4.29	0.884

A majority of 50.2% of participants strongly agree that this realization has ignited their strong desire to acquire comprehensive knowledge of the English language. Similarly, 37.4% of respondents firmly believe they would dedicate uninterrupted time to studying English if given the opportunity. Additionally, 48.1% of individuals strongly believe in their aspiration to master English to the point where it becomes second nature to them. Furthermore, 48.5% of respondents strongly agree that they wish to attain fluent English skills to access information. Overall, most individuals express their inclination toward learning English proficiently to gain access to information. Notably, the variable "If possible, I would spend all of my time

learning English" exhibits a higher standard deviation, indicating significant variation in this dataset.

Table 3.9

Social Motivation to Learn the English Language

Statement	SA %	A %	U %	DA %	SDA %	Mean	Std.
English is important because people will respect me.	44.4	34.7	10.8	6.1	4	4.10	1.071
English is important because an educated person is supposed to speak English.	39.1	37.4	11.4	6.7	5.4	3.98	1.120
I am learning English to show that I am a good student.	36.4	27.6	18.9	7.7	9.4	3.74	1.279
The feeling that I am a real part of this school, which has a very good reputation.	47.8	32	11.1	4	5.1	4.14	1.087

A significant percentage of individuals, 44.4%, strongly believe that English proficiency is crucial as it enhances their credibility. Similarly, 39.1% strongly agree that studying English is vital due to the expectation that educated individuals can speak the language. Additionally, 36.4% of respondents strongly agree that they are learning English to demonstrate their language proficiency and competence as students. Furthermore, 47.8% of individuals strongly agree that their motivation to study is fueled by their sense of belonging to a prestigious school. Notably, the variable "I am learning English to show myself that I am a good student because I can speak

English" exhibits a higher standard deviation, indicating greater variation in the dataset.

4. Discussion

The results show that parents strongly support their children's English language practice and believe they should continue studying it. However, there is high variation in the emphasis parents place on the importance of English after finishing school. The survey results are consistent with previous studies highlighting parents' important role in supporting their children's language development (Awan et al., 2023; Kim & Elder, 2018). This finding aligns with previous research that has found that parental involvement and support positively impact students in academics and is a crucial factor in promoting English language proficiency among students and this influence intensifies students' motivation toward English learning (Ahmad et al., 2020; Daniel et al., 2018; Fan & Chen, 2001). Many participants also acknowledged that their parents' emphasis on the importance of English after finishing school is also substantial. This finding suggests that parents recognize the value of English proficiency as a skill that can benefit their children in their future careers and personal lives (Awan et al., 2009). This finding is consistent with previous research that highlights the importance of English language skills in a Pakistani context and globalized world (Ali & Ahmed, 2019; Byram, 2018) and highlights the cultural and contextual factors that can influence parental attitudes toward language learning (Ahmed et al., 2015).

It was observed that working with friends to improve English skills was highly valued, while distractions from chatting with friends negatively impacted motivation. The use of visual aids in the classroom was seen as beneficial, but many students expressed reluctance to speak in public. The survey results suggest that peer collaboration is the best way to improve English language skills among students, as evidenced by the high number of participants who strongly agreed that they wish to work with their friends to improve their English language skills. This finding is consistent with previous research highlighting the importance of social interaction in language learning (Snow, 2014). The finding shows that students' motivation for learning English is affected by peer influence and has an

impact on learning the language. This research is also similar to the previous research it also focuses on maintaining a positive and focused learning environment (Dörnyei, 2003).

Findings also show that students in English class lack confidence, have anxiety, and perceive their fluency as inferior to their peers. Visual aids are more helpful than any other teaching method. The high standard deviation of the item that they are frightened to speak English in front of others, suggests that there may be some individual differences in students' confidence levels when it comes to speaking in English. This finding matches with previous research that has shown the importance of addressing students' affective factors in language learning (MacIntyre & Gardner, 1991). It was found that many students were nervous while speaking in English class. This supports prior studies on the relevance of treating students' emotional components like confidence and fear in language acquisition (Kayaoğlu, & Sağlamel, 2013). Social comparison is important in language development since many students feel their classmates speak better than they do (Hoff, 2006). The dataset's considerable range implies that language learners' emotional experiences are complicated and impacted by many individual and environmental variables (MacIntyre & Gregersen, 2012). This survey highlights the complex nature of students' experiences in language classrooms.

Although the majority of pupils explain their English instructor as compassionate and involving, there is disagreement about the application of penalties to maintain classroom discipline. According to the study findings, pupils value positive teacher-student relationships and choose teachers who are nice and patient. These findings are consistent with prior studies emphasizing the value of positive teacher-student interactions in improving pupil engagement and academic accomplishments (Pekrun et al., 2009). Additionally, the fact that the parameter that the teacher punishes pupils for maintaining discipline in English lessons has a wider variance than the other factors implies that there could be a difference in how students perceive the function of regulation in the classroom. This underscores the importance of

additional research into the elements that influence students' attitudes toward discipline and classroom control practices (Wang, & Kenny, 2014).

The survey results show that respondents had an overwhelming preference for and intention to learn English, with a notably wide range in their willingness to read English-language newspapers and journals. The survey found that most respondents want to learn English and benefit from it. Prior research has stressed the importance of excitement and interest in language acquisition (Dörnyei, 2009). Most students who wish to speak English fluently underline the importance of interpersonal skills and social relationships in language acquisition (Nguyen, 2007). The large range of the item about their desire to read publications such as newspapers and magazines in English, suggests that students' interest in English-language periodicals may differ. This finding is consistent with the studies of Dörnyei (2009). Overall, the survey findings emphasize the relevance of student interest in increasing English language competency. However, there may be a variation in students' preferences and areas of interest, emphasizing the importance of teachers taking individual characteristics into account when planning language learning exercises.

The findings revealed that positive teacher comments and recognition play an important role in inspiring students to enhance their English language skills. This conclusion supports earlier studies emphasizing the relevance of feedback in improving motivation and achievement among students (Hattie & Timperley, 2007). In addition, the finding that pupils feel more inspired when their instructor emphasizes what they need to focus on, emphasizes the need for tailored feedback targeting particular areas for growth. However, the significant standard deviation for the measure that students get inspired whenever their instructor encourages them to accomplish something, implies that students' responses to different types of feedback may vary. This study emphasizes the need for more studies to comprehend how feedback can be adjusted to match the requirements and preferences of individual students.

According to the study, peer support and competitiveness have a favorable impact on English language acquisition, with knowledge of classmates' higher grades displaying the greatest variety in motivating

learners. According to the study results, social encouragement and motivation are vital in encouraging pupils to learn English. Specifically, the finding that a significant number of participants strongly agree that it is crucial for them when their friends support and push them to pursue their English studies, respectively, highlights the importance of a supportive peer environment in language learning. Moreover, the findings that the realization that their peers have higher grades and superior English-speaking abilities inspire them to work harder in the classroom also underscore the significance of peer influence in language learning (Bartram, 2006). However, the high standard deviation of the variable that the realization that their classmates have better marks than them, motivates them to study harder, suggests that there may be some variability in how students perceive the influence of peer performance on their motivation, which calls for further investigation.

The study reveals strong interest and motivation among participants to learn English comprehensively, with greater variability in the willingness to devote all their time to it. It was concluded in the research that the desire of students to learn English was directly proportional to their motivation toward English language learning same as Yu and his colleagues (2019). The survey results suggest that many participants strongly value English language proficiency and desire to learn the language to a high degree. Specifically, the finding that most respondents wish to learn English fluently to access information, is consistent with previous research highlighting the importance of English language skills in accessing information and communicating globally (Mohammed, 2020). The results showed that many participants have a high degree of passion and dedication for language learning and are willing to study English continuously if given the opportunity. This result is in line with earlier studies that highlighted how crucial learner motivation is for acquiring language skills (Ushioda & Dörnyei &, 2017). This result is in line with earlier studies emphasizing the complexity of motivation among students and the range of variables that might affect it (Dörnyei, 2001, 2003).

The results of this survey demonstrate that a lot of individuals place significant importance on English language ability and have an intense

desire to acquire it. Yet there might be a variation in the degree of desire toward learning a language among people, indicating a requirement for more study to better comprehend the elements impacting learner motivation. Moreover, the desire to enhance English language proficiency can be driven by a variety of factors, including student competency, and a feeling of affiliation to the institution. The study also shows that students believe that knowing English will help them to grow and communicate with the world more openly.

4.1 Conclusion

It is concluded that many factors influence students while learning the English Language. The survey findings highlight the intricate dynamics involved in English language learning, influenced by diverse factors such as parental involvement, peer collaboration, teacher-student relationships, and individual motivation. Parents' active support and recognition of future benefits of English are pivotal, while peer interactions and positive teacher feedback significantly impact students' language acquisition journey.

Moreover, the study underscores the importance of cultivating supportive classroom environments where students feel empowered to overcome language barriers and express themselves confidently. Peer encouragement and healthy competition further enhance motivation, emphasizing the significance of a collaborative learning environment.

Due to being over-anxious, many students expressed reluctance to speak in public. A high prevalence of anxiety and lack of confidence among students in English class was observed. Students perceive their English teacher to be kind and engaging. The results concluded a strong desire among students to master the English language, with a particular interest in reading English-language publications and periodicals. The importance of teachers' positive feedback was emphasized. In conclusion, individuals believe that knowing English increases their standing, and their desire to learn the language is fueled by a sense of belonging to a prestigious institution.

Finally, the research emphasizes the need for a nuanced understanding of the factors shaping English language learning experiences. By acknowledging and addressing these influences, educators can better

tailor their approaches to meet the diverse needs and preferences of students, ultimately fostering a more effective and engaging language learning process.

4.2 Implications

The research findings have significant implications for English language education. Teachers may adjust their teaching methods to address student anxiety and lack of confidence. They may incorporate more interactive activities, offer positive reinforcement, and foster a supportive classroom environment to boost student engagement and language skills. Curriculum designers can enrich English language curricula by including practical and relevant content that resonates with students' interests. Training programs for educators may focus on equipping them with strategies to effectively support students with language anxiety. This includes providing guidance on delivering constructive feedback, fostering inclusivity, and maximizing the use of visual aids. Educators can explore the use of technology to supplement language instruction, leveraging online resources and multimedia tools for additional practice and engagement. This approach can facilitate learning both inside and outside the classroom. Assessment methods may be aligned with the goals of English language education, focusing on both linguistic proficiency and communication skills. Assessments should be fair, and transparent, and offer meaningful feedback to support students' learning progress.

4.3 Limitations and Suggestions

This study was limited to secondary students of district Sargodha only. Moreover, the factors affecting students' motivation to learn English were explored using percentages and item means as no advanced analysis was done. It was suggested that teachers might design engaging lessons and goals that are relevant, practical, and doable for their students to increase their motivation. They might also establish a welcoming and interesting learning atmosphere in classrooms. It was also recommended that students understand the social relevance of learning English and strive to improve their language skills. Future researchers in the field of English language education may:

- Explore gender roles in influencing language learning experiences and outcomes.
- Conduct longitudinal studies to track students' language learning progress over an extended period.
- Explore how cultural factors influence language anxiety and confidence among English language learners from diverse backgrounds.
- Investigate how integrating technology, such as AI or virtual reality, into English language instruction affects learning outcomes and addresses language anxiety.
- Evaluate the impact of teacher training programs on educators' ability to support students with language anxiety and confidence issues.
- Investigate the effectiveness of social and emotional learning interventions in addressing language anxiety and promoting confidence among English language learners.

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