

Motivational Intensity as Adolescents' Affective Variables and English Language Achievement at Secondary Level

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ABSTRACT

The main objective of this quantitative study was to examine how motivation of students' affective variables impacts upon English language achievement at secondary level in Pakistan. This study found that student's perception of affective variables and English language achievement at secondary level is more positive in adolescents at secondary level. Majority of the students were studying in 10th class and were well aware of the facts about students' affective variables and English language achievement at secondary level. The first part of the research involved students' affective variables in different aspects. The second part of the research involved student's English language achievement. The process involved gathering conceptual understanding of the construct through focus group and then finalizing the items by subject matter experts. Later on, evidences for its psychometric properties were established employing exploratory factor analysis, concurrent and criterion related validity processes. As per the data analysis, most of the students agree with the fact that they plan before writing their work. Mostly students think so that they make connections between two different disciplines. The statistical data was analyzed through SPSS and it was found that motivational intensity factor was judged through the seven sub factors for students especially at secondary level. However, the analysis of the data reflects that majority students keep them engaged in school through different activities as given in motivation factor. It was also recommended to conduct similar research at different level of academic institutions like elementary schools, colleges and universities also. It is also highly suggested that parents' views also be taken for adolescent's affective variables and English language achievement at secondary level.

Introduction

English is a universal language and it has become increasingly important in modern society. Keeping in view this global context, universities and institutions are trying to improve their performance in this area (Bai et al., 2024). Vadivel et al. (2022) explained that even today's elementary and secondary school students, who are responsible for growing up in a global world, need to learn languages, especially English. English Language is one of the core subjects taught at all levels. Students read, write and express themselves in any given task through English language. The English subject involves four skills, namely: speaking, listening, reading and writing. Comprehension is the goal of reading. Reading is an essential language skill that deserves much attention by both teachers and students. Reading has a lot of benefits to the individual and for national development (Galle et al., 2020).

Individual characteristics, self-esteem, autonomy, motivation, attitude, anxiety, learning situations and learning environments are among the variables that scientists look at to derive and explain the difficulty of learning a foreign language. Speaking English is a skill that is greatly influenced by individual psychology. Achievement can be defined as any effort which is of significance and value to a particular program but averagely difficult, which is undertaken successfully through knowledge, skill and experience (Galle et al., 2022).

Learning a foreign language is very emotional, but pronouncing vocabulary and extracting meaning from context can be difficult for learners. English is not only an important medium for dealing with the development of modernization and globalization, but also a tool for developing professionals with a global perspective and international competence. When learning English, the motivation for learning English determines the level of active English learning of students.

Barnett et al. (2020) and Muluaem (2022) stated that on the way of English learning, some students realize that their mistakes are a common phenomenon in the learning process, while others feel embarrassed or afraid to continue practicing the language. The question here is to what extent the ability to cope with emotional experiences depends on the learner's epistemological beliefs. Second language acquisition also known as second language learning is a process of acquiring additional language after the first language is established (Wangmo, 2022). In spite of the fact that motivation research in second language acquisition has refined the understanding and knowledge of second language motivation, it is needed to marshal the findings and provide an integrative synthesis of research findings (Visonà & Plonsky, 2020).

Barnett (2009) also stated that the most important factor in mastering the English language apparently is motivation. Jonassen and Land (2012) explained that learning strategy is a learning activity to do by teachers and students so that learning objectives can be achieved effectively and efficiently. Besides that, learning strategies are steps taken by student to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Second language learning is a scholarly field of inquiry that investigates the human capacity to learn languages other than the first, during late childhood, adolescence or adulthood, once the first language has been acquired. Language learning is an innate ability of human beings but the process of acquiring second language is observed to be highly complex (Ortega et al., 2013). Researchers have long attempted to identify the components of English learning motivation, such as integrative motivation and instrumental motivation, the components inherent in English learning motivation have not been sufficiently studied (Jiao et al., 2022). Learner's motivation is one of the significant affective variables in language learning. Motivation is a 'pathway' to change one's

feeling, attitude, and behavior. It's a base to progress with respective endeavors. Benson (2017) defines motivation as "direction and magnitude of human behavior that influences the choice of a particular action, persistence with it and the effort expended on it."

Self-esteem is an on-cognitive trait that has received increasing attention because it is one of the key components of academic success and an indicator of cognitive development. It is believed that self-esteem is necessary for students to take risks in their learning, recover from adversity, and develop a high sense of competence in specific academic areas. Researches also show that children and adolescents with low self-esteem are less motivated to learn, have poorer reasoning skills, are more easily distracted, have higher dropout rates, are less effective at learning, and are generally less likely to receive schooling (Yu & Gao, 2022).

Secondary school students in Nigeria struggle to learn English, which is reflected in their subject performance in public examinations. Fakeye (2010) wrote that most students are denied access to higher education institutions because they are unable to obtain a certificate of achievement in this subject, which is a prerequisite for admission to university courses. Many students typically fail in all subjects except English and excel in other subjects in an inefficient manner without evidence of success in English.

English language learning is also affected by autonomy. Benson (2021) defines autonomy as "the capacity to take control of one's own learning". There are a huge variety of things that would have an impact on adolescents' studying competence, trainer autonomy assist have indicated to be the maximum essential exogenous elements in gaining knowledge of techniques and studying success. Autonomy supportive instructors may relinquish a lot manage of students' gaining knowledge of process, undertake shape and motivating fashion via way of means of presenting more than one answer pathways with college students for internalizing and externalizing problems (Fan & Wang, 2022).

As Weaver and Kieffer (2022). Explain that academic motivation, engagement, school belonging, and performance are shaped by teacher behavior and are central to understanding young people's experiences at school. Teachers who support autonomy (e.g., encouraging choice, respect, and relevance) help students develop a sense of control over their learning. Unfortunately, it is said that keeping students motivated is the second most difficult challenge for teachers (Kim & Kim, 2021).

Student autonomy is also becoming a fundamental requirement for language learning. Autonomous learners are people who are fully responsible for making all decisions in the learning process themselves. Learners with high autonomy have skills such as setting goals, selecting learning materials, methods and techniques, regulating the learning process, and evaluating their own results (Liu & Yuan, 2021).

Another variable is students' attitudes toward English culture, the English language, and British people. Attitudes, beliefs and opinions about learning have a significant impact on learner behavior and therefore learner performance. Learners who have desirable beliefs about language learning are ready to develop more positive attitudes toward language learning (Barabadi & Khajavy, 2020).

On the other hand, undesirable beliefs can lead to negative attitudes, class anxiety, and decreased cognitive performance. A positive attitude can lead to appropriate and good student performance (Oktadela, 2024: Ismail, 2022). Test anxiety signifies the extent to which the students experience apprehension, fear, uneasiness, panic tension, and restlessness while even thinking of forthcoming tests or exams. Ismail (2022) explained that anxiety can also be regarded as a product of hesitation about imminent events or situations.

Anxiety is the emotional reaction or status of stress that happens before learning and remains throughout the period of the language learning. Anxiety can commonly be connected to coercions to self-efficacy and evaluations of circumstances as threatening or reactions to a resource of stress to continue. It is essential to conduct further research to obtain a more comprehensive view of the role and possible influence of affective variables such as attitude, motivation, self-esteem, anxiety and autonomy on English language achievement. In this study, researcher aimed to examine five affective variables (i.e. self-esteem, autonomy, motivation, attitude and anxiety) in relation to English language learning. Researcher will investigate the relationship between affective variables and English language achievement. It is sometimes said that a person's level of motivation determines how well they learn a second language (L2). The term "motivation is often used to describe a person's dedication, excitement, and will to succeed. "Desire or willingness to do something is how the Oxford English Dictionary describes motivation (Motivation, 2014: Carhill-Poza, 2015; 2016: 2017: 2018; Freeman, 2012).

According to Alnatour (2018) that they are in the best position to inspire their pupils, educators play a significant function in this procedure. The second most difficult task for instructors. According to Fredricks and Warriner (2016).is keeping pupils motivated. Some of your pupils may come to you as a language instructor with clear objectives and an eagerness to learn. Occasionally, this results in a more fruitful and fulfilling educational experience. However, some students appear to be taking a language class out of a sense of "have to rather than interest, which could lead to a less efficient or pleasurable learning experience.

Recent studies on second language motivation have focused on the socio-dynamic era. This new stage is characterized, as its name implies, by an emphasis on ongoing development and the learner's engagement. Concerns about motivation also arise from English's status as an international language. Put simply, language policy-makers appear to be more concerned with the importance of English language acquisition for the next generation's academic success (Budziska & Majchrzak, 2021). This new period has three approaches. This method has been compared to the swing of two pendulums. Considering two or more variables is the rationale behind this. The interconnected and dynamic nature of these elements in second language motivation makes it difficult and uncertain to forecast how an individual's actions will turn out. Given that every person possesses a unique blend of psychological, emotional, and cognitive traits that it may be difficult to fully comprehend and generalize about students' individual differences (ID) (Udry & Berthele, 2024; Tran & Miralpiex, 2024). These identifiers are characterized as characteristics that set each individual apart. Benson (2017) conclude that, looking at L2 motivation from a behavioral standpoint, three distinct but complementary angles can be considered: motivation, cognition, and affect. None of these three viewpoints can be considered in isolation or as fixed entities, which is why this concept aligns with the socio-dynamic approach.

Motivation and its types

The importance of intrinsic motivation in learning a second language (L2) is well-established. There are two main categories: intrinsic and extrinsic. Integrative orientation is often linked with intrinsic motivation, which is defined as the desire to behave independently of any external reward or encouragement (Vygotsky, 1978). The desire of a student to gain an external reward for their accomplishment is known as extrinsic motivation, and it is often linked with instrumental orientation (Cheng, 2017).

There are two types of learner orientations, according to Gardner and Lambert (1959): instrumental and integrative. According to Alnatour (2018), there are two types of second language learners: those with an integrative orientation seek to engage with the L2 community and those

with an instrumental orientation seek to achieve practical goals through L2 acquisition. According to research conducted in Malaysia, students there tend to be more driven by external factors than by internal ones. Research on students' motivation to learn a foreign language at UKM and UiTM by Ainol et al. (2009) indicated that students' extrinsic drive was the most important component.

The bulk of students at both schools take language classes, either to better prepare themselves for the workforce or to satisfy a graduation requirement. The results showed that students at UiTM were somewhat more driven to study a foreign language for reasons like as enthusiasm, enjoyment, exposure to other cultures' literature, and future travel plans than students at UKM. Most of the results of the previous study were validated by the study conducted by (Swain & Lapkin, 1998; Udry & Berthele, 2024).

Similarly, they looked into how the attitude, motivation, and English language proficiency of students at Universiti Teknologi Mara (UiTM) were related. Analysis of the students' motivation and performance using mean scores showed that they were driven to learn English more by external factors than by internal ones. Students' English language performance may not be impacted directly by extrinsic or intrinsic motives, as the correlation between these factors and performance was modest. In contrast, students' mindsets toward studying English did influence how well they did in class. The results of the study by Samsiah et al. corroborate those of Saemah and Phillips (2006), who demonstrated an indirect correlation between intrinsic motivation and output.

Additionally, their research showed a strong correlation between students' levels of meta-cognitive awareness and both intrinsic motivation and academic performance. Like many other Asian communities, Malaysian students tend to be more instrumentally motivated to study English than interactively motivated. For example, a similar trend was seen among students in Liu's (2007) research in mainland China. She hypothesized that this might be because pupils want a better future and have little exposure to native English speakers.

Among these students, instrumental orientations included aspirations of advancement, employment, increased knowledge through online research, and improved academic standing. Travel also served as a powerful motivator for them. The proficiency test scores of these students are also higher than average. Although most students felt more driven to learn English when they first enrolled in university, they eventually lost interest due to their heavy course loads, lack of exposure to the language, and lack of immediate academic pressure (Swain & Lapkin, 1998; Udry & Berthele, 2024; Thang et al., 2011).

The L2 Motivational Self System is a wide construct that revolves around people's future vision and image inside their self-concept system. It was proposed by Hasan and Sarkar (2018) stated as a new way of thinking about language learning motivation, with the goal of re-framing it as part of the self-system. Many studies examining the factors that motivate people to acquire a second language in various settings have been conducted within the last 20 years. Our work is not an attempt to summarize previous empirical research in this field; rather, it is a synthetic review. Our focus here is on research that has taken a "synthetic or "integrative approach to understanding what drives people (Wang et al., 2023).

In the research of Freeman (2012), it is clear that the study of second language motivation is a dynamic and growing field. Scholars in the field are delving into new areas of study, such as directed motivational currents, complexity theory, willingness to communicate, motivational group dynamics, motivational teaching strategies, demotivation, motivation and project work, motivation and multilingualism, and more. While many studies have looked at individual motivating factors,

very few have tried to paint a holistic picture of research on second language motivation from 2010–2019, especially when looking at it through a synthetic lens (Vadiyel et al., 2022; Vogotsky, 1978; Wang et al., 2020; Wang et al., 2023)

One integrative study looked at the quantitative patterns and theoretical-methodological advances in motivational studies published between 2005 and 2014. The authors, Dewaele and Alfawzan (2018) analyzed a large pool of motivational studies (journal articles and book chapters). Their findings point to a variety of qualitative research approaches used in the field of second language motivation, which has seen a methodological shift in the last 20 years. Dewaele (2019) performed a meta-analysis of the second language motivational self-system and discovered that the criterion variable of planned effort could be strongly predicted by the ideal second language self, the ought-to second language self, and the L2 learning experience. The author criticized the literature on second language motivation, stating that it "has relied heavily on observational questionnaire-based research designs and urging further experimental studies in the field. The process by which an individual's behavior develops as a result of their own experiences in contact with their surroundings is referred to as "learning," and the term "learning" refers to those experiences. According to Harmer (2007), this phenomenon is described. According to the viewpoint that was stated earlier, in order to have a thorough comprehension of the concept of learning, one must first have an understanding of the nature of the learning process by which one acquires knowledge. It is necessary for the learner to undergo a change on the inside in order for the learning process to take place. According to Li et al. (2014), the learning achievement of a child is ultimately the product of the child's efforts and the knowledge that they possess. This is the conclusion stated by the researchers.

They argued that learning achievement occurs when an individual's personality experiences a metamorphosis as a direct result of their efforts to learn, which gave further insight. This was expressed in the context of learning achievement. Learning is an activity that is conducted with the objective of altering one's behavior, outlook, habits, knowledge, and skill by means of one's exposure to one's environment, according to what they said (LoyaChalacan et al., 2024; Maslow, 1998; Mulualem et al., 2022). This is what they stated: learning is an action that is taken through exposure to one's environment.

According to the findings of a study conducted by Lee (2015), learning success is defined as the degree to which a student's self-perception experiences a shift as a direct result of their engagement in a learning process. A student's reaction is an assessment of the learning outcome of that learner, and student responses are very important. Not only does learning result in the acquisition of new information, but it also results in a change in the behaviors and attitudes of the individuals who have learnt it. The research conducted by Li (2007) indicates that learning achievement can be characterized as either the mastery of subject-specific knowledge or the development of skills.

A mark or grade that the instructor assigns is one approach to convey this information to the student. It is plausible to assert that one of the measures that is utilized in the process of determining a student's level is the academic achievements that they have achieved. The learning process is deemed to have been successful when pupils demonstrate high levels of achievement in their academic pursuits. It has been suggested by LoyaChalacan et al. (2024), MacIntyre et al. (1997), and Mahmoodi and Yousefi (2022) that a lackluster performance on the part of the students is an indication that there is a problem with the way that education is being delivered. Modifications have been made to both the system and the learning process as a consequence of the present COVID-19 pandemic conditions.

The vast majority of the time, learning takes place in a traditional classroom setting, in which the instructor and the students interact with one another in person. Within the framework of this kind of educational system, teachers have a larger degree of direct control over the learning outcomes of their students than those in other types of systems. Educators are in a better position to provide assistance to students who are struggling with their learning when they are able to meet with kids in person. Although this is the case, the ongoing COVID-19 epidemic necessitates the establishment of a new standard of living inside the educational system (Liu & Yuan, 2021).

In the framework of this new normal, it is a matter of course that everyone is required to take precautions against viruses in their day-to-day lives, and this includes people who are getting instruction in instructional settings such as classrooms. Instruction in the typical classroom setting has been moved out of the classroom and into the domain of distant learning in a number of educational institutions and schools.

Research Questions

Following three hypotheses were formulated to test the main objectives of the study.

1. Is there any difference in student's perception about the English Language achievement at secondary level?
2. Is motivational intensity having important effect on the English Language achievement at secondary level?

Study Design, Population and Sample

Present research used a correlational research design. Researchers used such design to investigate the association between two or more variables (Creswell, 2012) and/or to find whether they interrelate (Ketner et al., 1997). This strategy also permitted the researcher to predict the result (Anderson & Keith, 1997), as in this research, the extrapolation, that educational confidence affects learners' educational achievement

Tool Development and Validation

This study used a questionnaire comprising two parts to collect data. The first part is about sample students' demographic information i.e., school sector, gender, age, the education level of their parents and students' obtained marks in English in previous class etc. Data regarding students' level of English achievement/proficiency was collected by adding/asking participating students' one question about obtained marks in English in previous class. Readers ought to be clear that the English syllabus is almost identical across all the secondary level schools and secondary level exams (class 9th and 10th) are centrally conducted by Boards of Education.

The second part of the questionnaire measured students' perception of five affective variables (e.g. motivation, attitudes, self-esteem, autonomy, anxiety). Researcher adapted 46 items of the second part of questionnaire from Alrabai and Moskovsky (2016) 'affective variables questionnaire (AVQ)' keeping in view the study objectives and made minor changes in certain items of the questionnaire. These 46 items of second part used Likert 5-point scale i.e., "Very Untrue" (1), 'Untrue' (2), 'No idea' (3), 'True' (4) and 'Very true' (5) to measure students views about five affective variables targeted in this study,. There were not reverse scored items in this questionnaire. All the items of each factor along with the whole scale items were summed to obtain a total score with a higher score indicating higher level of students' motivation, attitudes, self-esteem, autonomy and anxiety.

Alrabai and Moskovsky (2016) developed AVQ after adjusting the items from some existing questionnaires related to measurement of students' motivation, attitudes, self-esteem and autonomy (i.e., Alrabai, 2014; Clément & Baker, 2001; Clement et al., 1994; Dornyei, 1994; Gardner et al., 1997; Horwitz et al., 1986; Pintrich & Groot, 1990; Schmidt et al., 1996; Tremblay & Gardner, 1995). Alrabai and Moskovsky (2016) stated two reasons for not directly applying existing scales from other questionnaires. First, a number of items from already existing questionnaires/scales were not primarily/specifically designed to analyze students' perception of affective variables. Second, wording used in many statements/items of the previously existing questionnaires/scales did not appropriately address students' perception of affective variables focused in the study.

Affective Variables Questionnaire (AVQ) was further divided into six sub-scales i.e., two subscales with 14 items altogether (motivational intensity, 7 items and intrinsic motivation, 7 items) for measuring students' 'motivation', one subscale with 7 items for measuring students' 'attitudes towards the English course', 6 items for 'self-esteem' subscale, 9 items for 'learner autonomy' and finally 10 items for assessing 'learner anxiety'. Affective Variables Questionnaire (AVQ) was translated into Urdu, Pakistani students' native/national language, simply to avoid the risk that some participating students' limited English competence might compromise their capability to respond to all the items of the questionnaire.

The translated items, then, were carefully reviewed by two specialists from department of Education. Reviews from relevant field experts were deemed necessary to ensure that the Urdu translation stick to the accurate meaning of the original English version. This procedure of translation-back-translation involved an expert team comprising three educational practitioners highly knowledgeable about the theoretical framework underlying this questionnaire and questionnaire items. Furthermore, all the members of expert team were proficient both in English language and the target language Urdu.

Reliability of the calculating of results and their consistency could be checked out by IBM, SPSS statistics software and the appropriate alpha value was decided to increase the reliability and the value of Cronbach Alpha was found 0.8.

Tool Administration and Data Collection

Before directing the questionnaire to learners, the researchers took approval from the corresponding Chief Executive Officer (CEO) and District Education Officer (DEO) as well as from school headmasters. The researcher administered the questionnaire personally and with the help of coworkers to all the 1325 sample students in their particular schools during study hours. The whole procedure of data collection took almost individual and half month to complete. Finally, a total of 878 (66.2 % response rate) learners gave back the completed questionnaire.

Data Analysis and Results

This section analyzes differences in participating students' perceptions of academic engagement. The analysis was done by using inferential statistical techniques i.e., independent samples t. test and one-way analysis of variance with multiple comparisons.

Table 1: English language Students' perception of Motivational Intensity

Sr.No	Statement	Untrue %	Neutral %	True %	Mean	SD
1	Working hard to learn English.	9.1	2.2	88.7	4.11	1.00
2	Completing my English homework.	21.9	9	69.1	3.65	1.18
3	Preparing the coming English lessons.	21.5	10	68.6	3.66	1.16
4	Close attention to discussions in English	15	8	77	3.90	1.14
5	Active participation in English discussions.	24.4	10	65.6	3.55	1.24
6	Not spending time on English homework.	62.3	7.7	29.9	2.55	1.31
7	Not participating in English class	51.4	10.3	38.4	2.85	1.35
Overall Affective Variables					3.46	1.19

Figure 1: Students' perception of motivational intensity

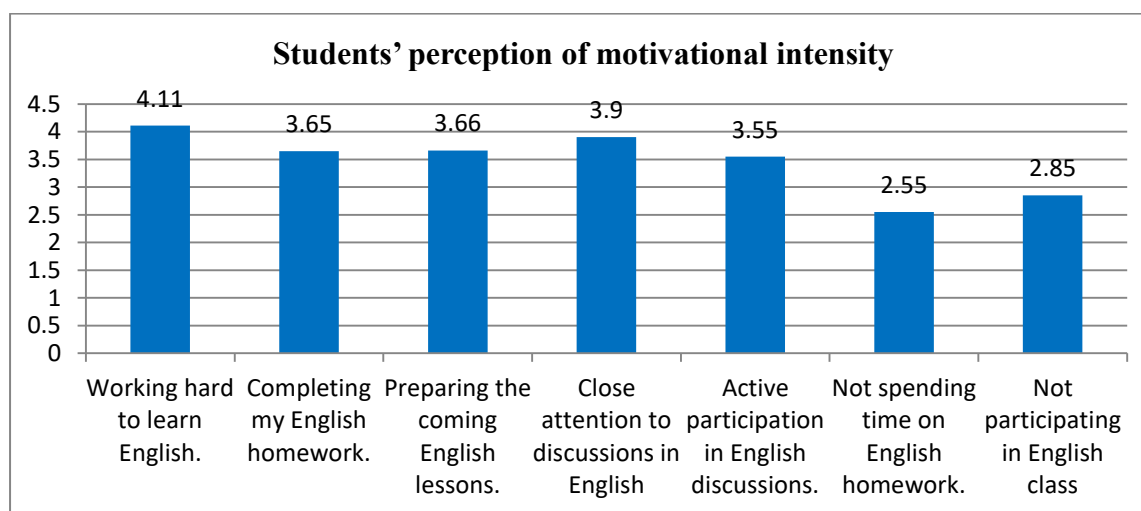


Table 1 and figure 1 reveal descriptive analysis of secondary school students' responses about their English language achievement related to motivational intensity. Table 4.2 further demonstrated the range of mean scores (i.e., 2.55 to 4.11) on all the seven items included in this subscale related to motivational intensity. Item six i.e., 'not spending time on English homework' had the lowest mean value (i.e., 2.55) while item one 'working hard to learn English' with mean score 4.11 considered as highest among all the seven items of this subscale related to motivational intensity. Similarly, analysis in Table 4.2 also portrayed mean values for the other five items of this factor.

Analysis in Table 1 further shows that majority five items were with mean score above mid-point (i.e., 3.00). This result statistically put forward that majority of secondary school students believed that they feel motivated in these five areas related to motivational intensity. The mean values (2.55 and 2.85) on two items i.e., not spending time on English homework and not participating in English class are indicative of lower level of students' perceived motivational intensity in this area. The overall mean value of 3.46 also exhibits that secondary school students feel motivated in this area related to motivational intensity. Overall, it can be inferred that secondary school students believed with a good level of consensus that they feel motivated in this area related to motivational intensity.

Relationship between Students' Perception of Affective Variables and English Language Achievement at Secondary Level

This section presents analysis of relationship between students' perception of affective variables i.e., Motivational Intensity, Intrinsic Motivation and obtained marks for English language achievement at secondary level. Analysis was performed using Pearson Correlation test. Results are presented in Table 2,

Table 2: Relationship between students' perception of affective variables and English language achievement at secondary level

Variables	Motivational intensity	Obtained Marks
Motivational intensity	1	
Obtained Marks	.058	1

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 2 presents the results of Pearson's R relationship between students' perception of affective motivational intensity variables and English language achievement at secondary level. Table 2 show significant relationships between scores of students' perception of affective motivational intensity variables and English language achievement at secondary level. The relationship is positive for students' perception of affective variables. This indicates that rise in students' perception of affective motivational intensity variables emphatically influences English language achievement. It is concluded by coefficient values of 'r' from Table 2 that students' perception of i.e., Motivational Intensity and obtained marks are all significant and positively related to one another.

Differences among Students' perception of Affective Variables and English Language Achievement at Secondary Level

This section presents analysis of differences among students' perception of affective variables and English language achievement at secondary level regarding school location, school type, gender, residential area, fathers' qualification and mothers' qualification. Analysis was carried out by using independent sample t-test and analysis of variance (ANOVA). Results are presented in Table 3 to Table 6.

Table 3: School location based difference in perception of adolescent's affective variables

Variable	Group	N	Mean	SD	df	t	Sig.
Location	Urban	654	158.69	24.24	876	.603	0.546
	Rural	224	157.61	19.54			

Table 3 describes the analysis of school location based differences among students' perception of affective variables and English language achievement at secondary level. On applying an independent t-test upon school location, the results were significant (df = 876, t = 0.603, sig. value .05<0.546). Perception of students' affective variables and English language achievement at secondary level remained almost same in rural area (Mean=157.61) as compare to the urban area (Mean=158.69). Table 3 concluded that there is insignificant difference among students' perception of affective variables and English language achievement at secondary level between urban and rural schools.

Table 4: School Type based difference in perception of adolescent's affective variables and English language achievement on secondary level

Variable	Group	N	Mean	SD	df	T	Sig.
School Type	Govt.	537	159.44	23.16	876	1.65	0.099
	Private	341	156.80	23.01			

Table 4 describes the analysis of school type based differences among students' perception of affective variables and English language achievement at secondary level. On applying an independent t-test upon school type, the results were insignificant ($df = 876$, $t = 1.65$, sig. value $.05 < .099$). Perception of students' affective variables and English language achievement at secondary level appears high in public schools (Mean=159.44) as compare to the private schools (Mean=156.80) which is evident from insignificant difference in mean values of data collected from public and private schools. Table 4 concluded that there is insignificant difference among students' perception of affective variables and English language achievement at secondary level between public and private schools.

Table 5: Gender based difference in perception of adolescent's affective variables and English language achievement on secondary level

Variable	Group	N	Mean	SD	df	T	Sig.
Gender	Male	432	157.44	25.52	876	-1.23	0.218
	Female	446	159.36	20.53			

Table 5 describes the analysis of gender-based differences among students' perception of affective variables and English language achievement at secondary level. On applying an independent t-test upon gender of students, the result were insignificant ($df = 876$, $t = -1.23$, sig. value $.05 < .218$). Perception of students' affective variables and English language achievement at secondary level appeared high in female students (Mean=159.36) as compare to the male students (Mean=157.44). Table 5 concluded that there is an insignificant difference among students' perception of students' affective variables and English language achievement at secondary level between students of 10th class.

Discussion

The main purpose of this quantitative study was to examine how students' affective variables impacts upon English language achievement at secondary level in Pakistan. This study found that student's perception of affective variables and English language achievement at secondary level is more positive than negative.

Majority of the students were studying in 10th class and were well aware of the facts about students' affective variables and English language achievement at secondary level. They are the most senior students of the school. They have spent enough time in school and can better evaluate the curricular and extra-curricular activities. Most of them believe that this is the English language achievement that will play an important role future. They have developed their affect domain at this age.

Extensive literature review related to English language achievement pointed out the need for developing an indigenous instrument for assessing English language achievement. The first part of

the research involved students' affective variables in different aspects. The second part of the research involved student's English language achievement. The process involved gathering conceptual understanding of the construct through focus group and then finalizing the items by subject matter experts. Later on, evidences for its psychometric properties were established employing exploratory factor analysis, concurrent and criterion related validity processes.

As per the data analysis, most of the students agree with the fact that they plan before writing their work. Mostly students think so that they make connections between two different disciplines. Students have consensus that they utilize their free time in seeking knowledge. Students strongly agree that they try their best to understand the contextual meanings of the content. Majority of the students are regular in their studies apart from the tests/exams. Students eagerly state that they feel excluded in their school. Not the majority, but it is proven that students feel that they can make friends in school very easily. Students are firm in their opinion that they feel integrated in the school. Students are almost in good relationship with each other but they are not much clear that others like them. Most of the students have opinion that they feel themselves alone in the school.

The students have reflected that they need no valid reason for their absence from school. The students deliberately disturb the classes. The students responded that their attitude towards teacher is not appropriate. They think so that mostly they feel distracted in the classroom. The English subject involves four skills, namely: speaking, listening, reading and writing. Comprehension is the goal of reading. Reading is an essential language skill that deserves much attention by both teachers and students. Reading has a lot of benefits to the individual and for national development (Galle et al., 2020).

Moreover, they put questions to the teachers during class quite often. The students are not good at sharing their likings and disliking with their teachers. Students' response reflects that they are not good at expressing their interests in the classroom. Students disagreed that they express their opinions in the classroom. Mostly students are reluctant to give suggestions regarding improvement in teaching learning process. However, the analysis of the data reflects that majority students keep them engaged in school through different activities.

Second part of the study is about students' English language achievement at secondary level. They are passionate to learn English language in their career field. They are somehow willing to help others after getting established in their academic career.

Conclusions and Recommendations

The purpose of this study was to know about the students' affective variables and English language achievement at secondary level. The relationship between both factors is positive and significant. The statistical analysis of the data concludes:

It was concluded from the descriptive analysis of secondary school that students' responses found positive about their English language achievement related to motivational intensity. Similarly, it was also concluded from the descriptive analysis of secondary school students' responses about their English language achievement related to intrinsic motivation that most of the students' were satisfied.

Moreover, it was concluded that there was a significant relationships present between scores of students' perception of affective variables and English language achievement at secondary level. The relationship is positive for students' perception of affective variables. This indicates that rise in students' perception of affective variables emphatically influences English language achievement.

It was concluded that there is significant difference among students' perception of affective variables and English language achievement at secondary level between urban and rural schools. Similarly, concluded that there is insignificant difference among students' perception of affective variables and English language achievement at secondary level between public and private schools. This study focused on investigating views of female and male students of both public and private sector. Future research can be extended to examining students' perception/views about their parents' perception about their children's English language achievement at secondary and other level also.

This study analyzed overall students' views regarding their views about adolescents affective variables and English language achievement at secondary level in district Khanewal also. Future researchers may focus on analyzing views of students of other districts also.

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