

THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND MOTIVATION AMONG SECONDARY SCHOOL PUPILS IN SELECTED ARAB SCHOOLS IN MALAYSIA

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Abstract	<i>Motivation plays an important part in increasing academic performance, it all depends on how much work a student is willing to put in a subject, so, lack of motivation has been one of the most critical elements that influences student's performance. The primary goal of this research was to examine the relationship between motivation and students' academic achievement. The quantitative research approach was used in this study along with an adapted questionnaire developed by Pintrich et al (1991). A total of 300 Arab lower and upper secondary school pupils were selected to be the participants of this study by using simple random technique. The findings showed no evidence of a substantial relationship between motivation and the academic achievement of the Arab Schools Students ($r = .06$). It is advised to conduct additional research on the phenomenon of this study among Arab students utilizing various research methodologies.</i> Keywords: <i>Motivation, Academic, Achievement, Arab & Secondary, Schools.</i>
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INTRODUCTION

Motivation is regarded as one of the most important elements in education, and numerous theories about it have been developed over the years.

BACKGROUND OF THE STUDY

Many theories have attempted to explain motivated behaviour in terms of internal drives, instincts, motives, and other characteristics (Weiner, 1990). Motivation has also been described using behavioural interactions that include reward contingencies (Pintrich & Schunk, 2002). Extrinsic and intrinsic motivation have historically been researched separately as two different dimensions. According to Deci and Ryan (1985), intrinsic motivation is self-selected and associated with competence and desire.

Speaking multiple languages is related to one's own goal or sake since one enjoys learning new and diverse languages. Extrinsic motivation, on the other hand, is based on an outside source, such as having excellent grades or being a high achiever in comparison to others and it is manipulated by the environmental factors (Deckers Lambert, 2005).

It is evident from the definitions given for motivation that it has been split into two groups: the first group defines motivation as mental, internal wishes, force, inclination, and behavior that is goal-oriented. Everything is connected to internal forces. As opposed to the first group, the second views motivation as a result of both external and internal factors.

The term "motivation" in this study refers to "students" desire to perform well academically by employing both internal and external resources regardless of the obstacles and the problems that may occur during the process of learning".

STATEMENT OF THE PROBLEM

Motivation plays an important role in improving academic achievement, it all depends on the amount of effort that pupil is willing to put in a task, therefore, the lack of motivation has been one of the most crucial factors that affects student's performance.

During the transition from elementary school to secondary school many students lose their motivation because of taking many subjects and having many assignments during the whole year. Therefore, the consequences of disengaged from school are extremely serious. In essence, the importance of Motivation on academic achievement has been found to be very significant.

However, there is still a need to further investigate the relationship and the interaction between these two variables most especially among Arab adolescents who studied abroad.

OBJECTIVES OF THE STUDY

In this study, there are three main objectives:

1. To determine the level of motivation among Arab Schools Students in Kuala Lumpur and Selangor, Malaysia.
2. To examine the relationship between motivation and academic achievement among Arab Schools Students in Kuala Lumpur and Selangor, Malaysia.
3. To evaluate the significant gender differences in using Motivation among Arab Schools Students in Kuala Lumpur and Selangor, Malaysia.

RESEARCH QUESTIONS

The research questions of this study are as followed:

1. What is the level of motivation among Arab Schools Students in Kuala Lumpur and Selangor, Malaysia?
2. Is there any relationship between motivation and academic achievement among Arab Schools Students in Kuala Lumpur and Selangor, Malaysia?
3. Are there any significant gender differences in using motivation among Arab Schools Students in Kuala Lumpur and Selangor, Malaysia?

CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of this current study was developed based on the research questions, research objectives and the review of related research.

In the meantime, the current author has adopted the following theories "Self-determination Theory and Social Cognitive Theory" to explain the relationship and the effect of Motivation on secondary school students' Academic achievement.

Majority of the related research depicted a significant correlation between motivation and secondary schools students' academic achievement (Sigvardsson, 2021; Al-Qadri & Zhao Wei, 2019; Hatami et al., 2019; Beulahbel Bency, 2019; Taştan et al., 2018; Gupta & Mili, 2016).

When students have high level of motivation in both intrinsic, extrinsic motivation and self-efficacy, they tend to achieve high grades. According to self-determination theory, both intrinsic and extrinsic motivation are important aspects of human nature that have an impact on individuals' psychological well-being, performance standards, cognitive and emotional growth (Ryan & Deci, 2017).

According to Bandura, our self-efficacy assessments have a significant impact on our levels of motivation. When we believe we are competent at a task, we work on it diligently and stick with it despite short-term setbacks (Bandura, 1986). Therefore, it is

essential to have a high level of self-confidence in what we are capable of, as Bandura holds that success is a result of an exaggeration of our skills and beliefs.

LITERATURE REVIEW

Motivation and Academic Achievement

Several studies were carried out to investigate the association between motivation and academic achievement in lower and higher secondary school students. The results were split into two categories; in the first category, the majority of the writers discovered a substantial association between motivation and academic achievement. For example, the author Sigvardsson (2021) investigated the relationship between achievement motivation and language achievement among 40 Swedish middle school students. The quantitative research methodology was used by the author together with a motivational questionnaire based on Matsuzaki Carreiro's questionnaire (2005) was designated to the participants. A significant relationship has been discovered between respondents' motivation and language achievement (Sigvardsson, 2021).

Beulahbel Bency, P. B. (2019) conducted a study in order to evaluate the connection between students' academic success and achievement motivation. Using Simple Random Sampling, 300 Indian junior high pupils were chosen as the study's sample. In this study, the qualitative research approach has been used, and participants' achievement motivation was assessed using Rao's Achievement Motivation Questionnaire. Academic achievement and achievement motivation were found to have a significant positive relationship (Beulahbel Bency, 2019).

Al-Qadri, A. H., and Zhao Wei (2019) conducted a research in China regarding the impact of motivation to learn on the academic achievement of 242 participants from the basic Arabic schools. The research method applied in this study is the quantitative approach. The authors used a self-developed questionnaire to assess the participants' motivation to learn. The result of this study shown a significant positive correlation between motivation and academic achievement (Al-Qadri & Zhao Wei, 2019).

In Iran, the authors Hatami, J., Taqizadeh, A., Ziyaeemehr, A., and Saedi, N. (2019) did a research and one of their objectives was to explore the relation between motivation and academic achievement. The participants were 270 male high school pupils who studied in distance Education centers in Kushan. The study utilized the correlational design. In order to assess participants' motivation, the authors decided to use Herman's achievement motivation questionnaire. The result revealed a strong positive correlation between motivation and academic achievement. Moreover, motivation has been found to be a significant predictor of respondents' academic achievement (Hatami et al., 2019).

Taştan, S. B., Mousavi Davoudi, S. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., and Pavlushin, A. A (2018) conducted a study in Iran and Russia with an aim to explore the influence of motivation on the academic achievement of pupils who studied science education. The participants were 790 pupils from lower and upper secondary schools. The quantitative approach was used in this research together with the instrument of Student Learning Motivation for Science Questionnaire (SLMSQ). One of the findings indicated that participants' academic achievement was significantly influenced by motivation in science education (Taştan et al., 2018).

On the other hand, limited research did not reveal any significant correlation between motivation and academic achievement, for instance, Tus, J. (2020) from Philippines investigated the relation between Motivation and Academic Achievement among 130 high school students. The author adopted the correlational design. To assess respondents' achievement motivation, the Academic Motivation Scale has been used. The results did not show any significant correlation between Motivation and participants' academic achievement (Tus, 2020).

Motivation and Gender

Numbers of research their authors were interested to study the phenomenon of motivation in relation to gender. The findings felt under two categories; as for the first category, some studies have found significant differences among males and females and their motivational level. For instance, Al-Qadri and Zhao Wei (2019) from China conducted a research in order to study the differences between gender and the phenomenon motivation. From a total of 242 participants, 136 were girls and 106 were boys. The research method applied in this study was the quantitative approach together with a self-developed questionnaire to assess the participants' motivation to learn. The authors found a significant difference in terms of using motivation among males and females in favor to females (Al-Qadri & Zhao Wei, 2019).

In 2017, Sutha and Dr. Shirlin assessed gender differences on high school students' achievement motivation. By using stratified Random Sampling, 420 Indian high school students were chosen to be the sample of this study; 230 of them were girls, while 190 were boys. The authors decided to use the quantitative research method to assess the objective of this study. The Achievement Motivation Scale was used in order to measure participants' academic achievement. The research findings indicated a significant gender differences among the participants on achievement motivation in favor to female high school students (Sutha & Dr. Shirlin, 2017).

Mohanty, N., and Nayak, M. (2016) from India aimed to find out the function of students' gender on Achievement Motivation. The sample of this study contained 120 students from grade 9 and 10 and they were divided equally into two groups "males and females". The quantitative research approach was used in this study. Rao's Achievement Motivation Test was utilized to assess participants' Achievement Motivation. Males students differed significantly on their achievement motivation level compared to female students (Mohanty & Nayak, 2016).

Contrariwise, some authors have reported finding no significant differences between students' gender in regard to motivation. For example, Bagshi, B., Saha, S., and Bairagya, S. (2021) from India conducted a study in order to investigate the impact of students' gender on achievement motivation among 56 male and 44 female students belonging to grade 10. The cross-sectional research design was used in this study. In regard to assessing students' achievement motivation, Deo Mohan Achievement Motivation scale has been used. As a result, the researchers did not find any significant gender differences (Bagshi et al., 2021).

Gnanamani, S., and Kannan, B. (2020) aimed to determine any gender differences on achievement motivation. The respondents of this study were 400 high school students from India; 253 of them were females and 147 were males. The stratified sampling method was used when selecting the participants of this study. The method applied in this study is the quantitative research method together with a measurement to assess students' achievement motivation namely "Achievement Motivation Inventory". There were no significant differences among female and male school students on their achievement motivation (Gnanamani & Kannan, 2020).

Benedict Chimezie, N., Bernard Cbibuike, O., Hezekiah Ndidi, I., and Kalu Emmanuel, O (2019) conducted a study in order to examine adolescents' gender as one of the achievement motivation's predictors. 215 Nigerian teenagers participated in this study, 118 of them were females and 97 were males. The participants were selected through the convenience sampling technique. The quantitative research method was applied in this study along with a questionnaire to measure teenagers' achievement motivation namely "Academic Motivation Scale". As a result, gender was not found to be a significant predictor of adolescents' academic motivation (Benedict Chimezie et al., 2019).

Similarly, Florence, O. O., and Yinusa, A. F. (2018) aimed to study achievement motivation and gender differences among 245 Nigerian secondary school students; 171 of them were females and the rest (74) were males. The participants were selected by using the simple random sampling approach. The quantitative research method was used in this

study along with a self-developed questionnaire to assess students' achievement motivation. As a result, there were no gender differences on students' achievement motivation (Florence & Yinusa, 2018).

METHODOLOGY

The correlational research design was used in this study in order to examine the relationship between motivation and academic achievement among Arab secondary school students at some selected Arab schools in Malaysia. 300 Arab secondary school students from eight Arab schools that are located in Kuala Lumpur and Selangor, Malaysia participated in this study through a simple random technique; 135 of them were boys and the rest (165) were girls.

In order to examine the Arab Schools students' motivation, the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al (1991) was used. However, in the current study, the researcher used only the Motivation part in the MSLQ and translated the instrument from English to Arabic language in order to provide the two versions.

Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), mean, standard deviation, Pearson correlation and independent sample *t*-test.

EXPLORATORY FACTOR ANALYSIS RESULT

The Motivated Strategies for Learning Questionnaire (MSLQ) was analysed in this current study by using the first part of it namely "Motivation".

The motivation part has 26 items, the items were grouping into three components: 1) Value Components (VCs) with 12 items, this component has three sub-categories: intrinsic goal orientation (4 items), extrinsic goal orientation (4 items) and task value (4 items); 2) Expectancy Components (Exp-Cs) with a total of 9 items, this component has two sub-categories: control of learning beliefs (4 items) and self-efficacy and performance (5 items) and 3) the last component is Affective Components (ACs) with 5 items.

After running EFA, thirteen items from the current data have been removed, Exploratory Factor Analysis was computed again for the purpose of getting the final variables of motivation.

The final KMO for Motivation was meritorious with a value of .80 and the final result revealed that the three components explained 57.40% of the variance.

Besides, the same number of components have been revealed in the final scree plot below (See Figure 1).

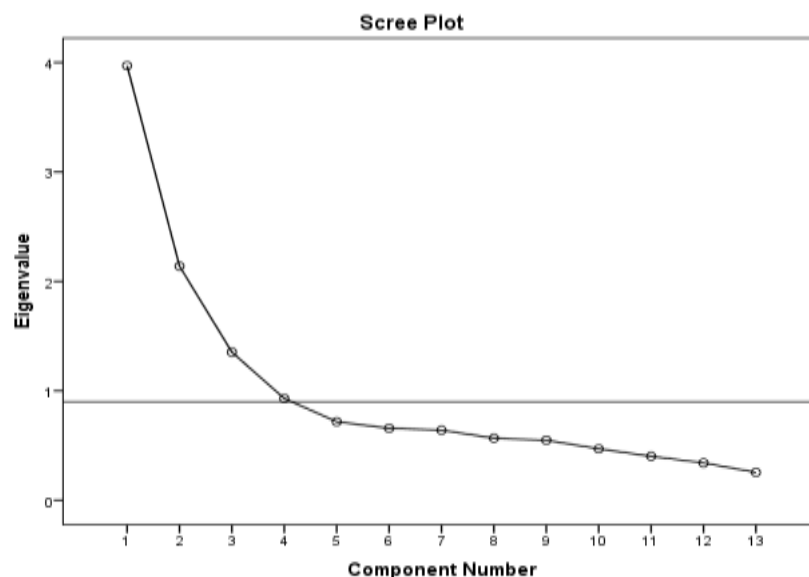


Figure 1: Final Scree Plot of Motivation

CONFIRMATORY FACTOR ANALYSIS RESULT

Confirmatory Factor Analysis (CFA) of MSLQ (Motivation part) was analyzed by using its 13 items. As a result, the final measurement model of Motivation presented in figure 2 below with its final 13 items showing that the fitness indices' result have been achieved as the value of Chi-square/df = 1.784 < 3.0, GFI = 0.95 > 0.90, AGFI = 0.92 > 0.9, CFI = 0.95 > 0.9, RMSEA = 0.052 < 0.08 and TLI = 0.96 > 0.9.

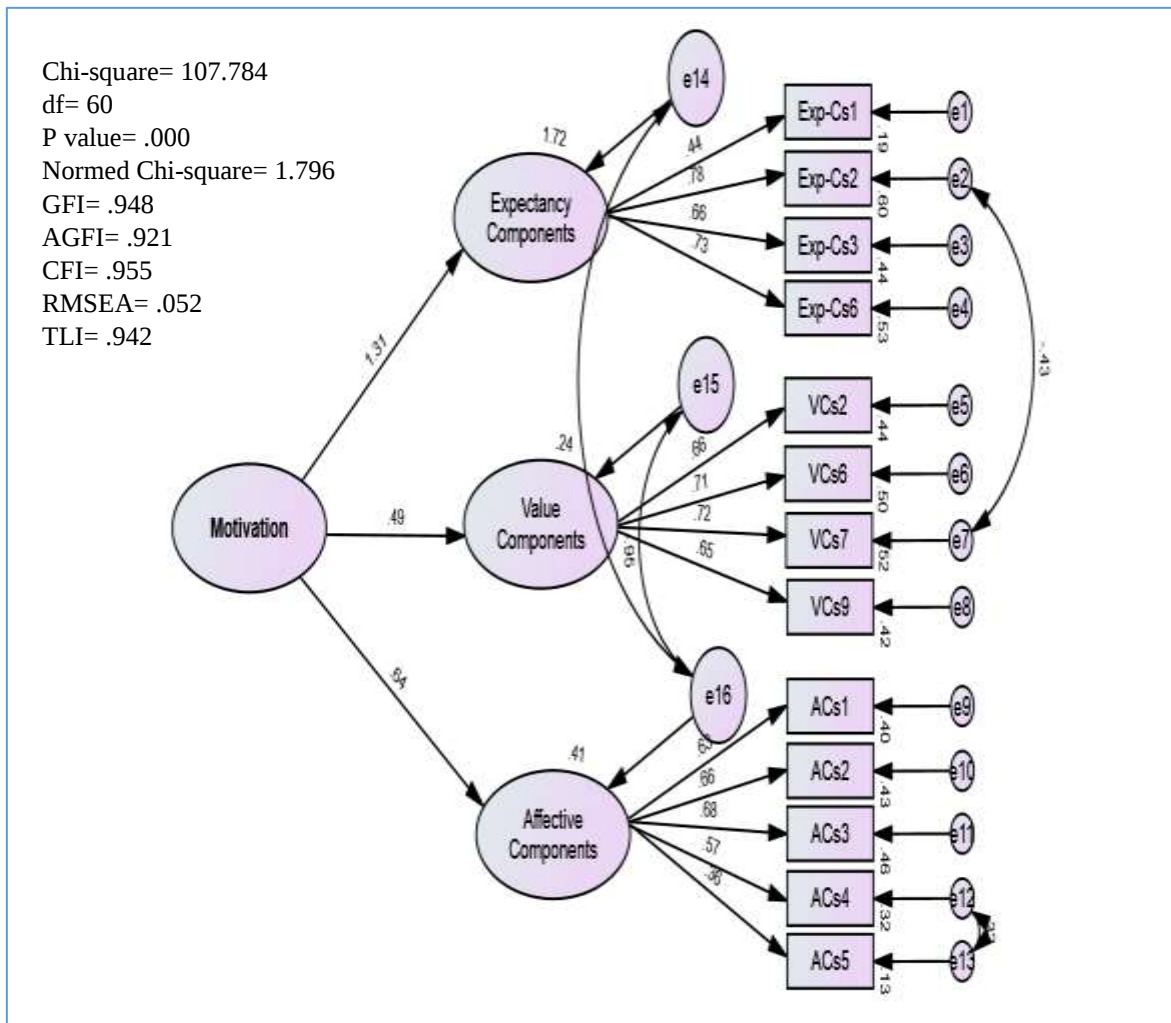


Figure 2: Final Measurement Model of Motivation

The results of the final measurement model of the construct "Motivation" (See Figure 2) indicated that the final model has attained the construct validity's requirement and one can claim that this final measurement model depicted sufficient evidence for the establishment of construct validity.

The Average Variance Extracted (AVE) as well as the Composite Reliability (CR) of the construct "Motivation" were calculated and the result was as followed: AVE= .790 and CR= .904.

THE ARAB SECONDARY SCHOOL STUDENTS' LEVEL OF MOTIVATION

The mean scores and Std. deviations of the dependent variable "Motivation" as well as its 3 dimensions have been calculated for the reason of knowing the level of Motivation among the participants as mentioned in table 1 below.

Table 1: Participants' level of Motivation

Variable/Sub-Construct	M	SD	The Level
MSLQ (Motivation part)	5.22	.70	high
*Expectancy Components	6.12	.94	high
Control of Learning Beliefs	6.53	.90	high
Self-Efficacy and Performance	5.98	1.10	high
*Value Components	5.83	1.21	high
Task Value	5.95	1.23	high
Intrinsic Goal Orientation	5.48	1.63	high
*Affective components (Test Anxiety)	4.01	1.58	average

*sub-construct

As it was demonstrated in table 1, in general the participants had a high level of Motivation (M= 5.22, SD= .70).

In regard to the questionnaire's sub-constructs, the participants tend to have a high level of expectancy components (M= 6.12, SD= .94) which it is also the highest mean score among the 3 latent factors.

The mean scores of the sub-constructs except for text anxiety were ranging between 5.48 to 6.53. Meanwhile, the mean score of text anxiety (M= 4.01, SD= 1.58) was quite high which indicates that the Arab secondary school students are anxious when having an exam and that may lead to poor performance.

THE RELATIONSHIP BETWEEN MOTIVATION AND ACADEMIC ACHIEVEMENT

The current analysis was gauged for the purpose of examining the relationship between motivation and academic achievement among the Arab Schools Students in Kuala Lumpur and Selangor, Malaysia.

Pearson's product-moment correlation coefficient has been computed to assess the relationship between the two variables "Academic Achievement and Motivation". It was hypothesized that there was no significant relationship between Motivation and students' academic achievement.

The mean of the Arab students' academic achievement was 3.29 with a Std. deviation of .50, meanwhile Motivation had a mean of 5.22 and Std. deviation of .70.

The result did not reveal statistically any significant correlation between Motivation and participants' academic achievement, $r = .060$, $n = 300$, $p = .302$, thus, the null hypothesis was failed to be rejected.

As a conclusion, from the analysis of the results, the researcher did not find any significant relationship between Motivation and Academic Achievement among the Arab Schools Students (See Table 2).

Table 2: Relationship between Motivation and Academic Achievement

Motivation to Learn		
Academic Achievement	Pearson Correlation	.060
	Sig. (2-tailed)	.302
	N	300

MOTIVATION AND ARAB SCHOOLS STUDENTS' GENDER

An independent -sample *t*-test was conducted to evaluate the significant gender differences in using Motivation among the Arab Schools Students, as it was hypothesized that there were no significant differences in terms of using Motivation among males and females.

As it was demonstrated in table 3 below, the analysis showed that there were significant differences in the mean score of male participants (M=5.10, SD=.64) compared to females (M=5.31, SD=.73) in terms of using Motivation; as the mean score of females was higher than the males. The test was significant, $t(298) = 2.66$, $p = .008$ at .05 alpha

level two tailed. Therefore, the null hypothesis was rejected. In conclusion, there were significant gender differences in using Motivation among Arab Schools Students in favor to female students.

Table 3: Motivation and Arab Schools Students' Gender Differences

	Gender	n	M	SD	t	sig (2 tailed)
Motivation	male	135	5.10	.64	2.66	.008
	female	165	5.31	.73		

DISCUSSION

First Finding

The aim of the first research objective was to determine the level of motivation among the Arab Schools Students in Kuala Lumpur and Selangor, Malaysia.

The results showed that the participants were highly motivated. The participants also achieved high mean scores in each of the two sub-categories, "Value Components" and "Expectancy Components. Regarding the third sub-category, "Affective Components," an average level was reported; more than 65% of the participants tended to have high levels of anxiety during examinations.

The two theories used in this study's theoretical framework provided support for these findings; the first theory is "Self-Determination Theory" (SDT), which indicates how biological, social, and cultural factors either support or undermine people's capacities for psychological development, involvement, and wellbeing (Ryan & Deci, 2017). SDT concentrated on researching intrinsic motivation and the elements that either enhance or weaken it. Similarly, SDT focuses to study the different aspects of extrinsic motivation, including internalization, regulation, introjection, identification, and integration.

The Social Cognitive Theory, the second theory employed in this study, highlights the significance of the environment and the close relationship between environmental, personal, and behavioral factors. Bandura views self-efficacy as one of the crucial processes because of its strong influence on the level of motivation. The respondents in our study had a high degree of self-efficacy, which in turn had a positive influence on their motivational level.

Second Finding

The objective of the second research objective was to examine the relationship between motivation and Academic Achievement among the Arab Schools Students in Kuala Lumpur and Selangor, Malaysia. Based on the finding, there were no significant correlation between the two variables.

The study of Tus (2020) was in line with this current study's result. Tus found no significant relationship between motivation and academic achievement among the respondents (Tus, 2020).

On the other hand, many researchers depicted significant relationship between motivation and participants' academic achievement (Sigvardsson, 2021; Al-Qadri & Zhao Wei, 2019; Hatami et al., 2019; Beulahbel Bency, 2019; & Taştan et al., 2018).

Third Finding

The third research objective aimed to evaluate the significant gender differences in using motivation among the Arab Schools Students in Kuala Lumpur and Selangor, Malaysia. The result depicted significant differences in the participants' motivation among gender; female participants had high level of motivation compared to their counterparts.

This finding was supported by Al-Qadri and Zhao Wei (2019) as well as Sutha and Dr. Shirlin (2017), who sought to determine any differences in motivation between boys and girls. Both research indicated that female participants had high level of motivation compared to male participants.

In contrast, some studies were not align with this current research's finding; Bagshi et al (2021), Benedict Chimezie et al (2019) and Florence & Yinusa (2018) could not find any significant differences between participants' gender in the use of motivation.

CONCLUSION

The quantitative research method was used to examine the relationship between motivation and academic achievement among the Arab schools students in some selected Arab schools in Malaysia. To evaluate the current study's main objectives, three research objectives as well as three research questions were established.

Despite the fact that the majority of the related research investigated in this present research found a positive relationship between motivation and secondary school students' academic achievement, the main finding of this current study found no significant correlation.

In order to better understand how these two variables interact and to support the students in achieving high academic standards, further study employing various research methodologies needs to be done among Arab secondary school pupils.

RECOMMENDATIONS

The researcher makes the following recommendations based on the findings of the current investigation.

1. Further research using a large population from various schools and ethnicities may support the current findings.
2. Teaching Arab students achievement motivation skills through workshops and conferences on the significance of this factor in improving their school performance.
3. Arab ministries of education ought to add a module on achievement motivation to their curricula so that students can learn and master all of its skills.
4. More studies about Achievement Motivation and Academic achievement in the Arab countries.
5. To gain a better grasp of this phenomenon "Achievement Motivation", further qualitative and experimental studies on accomplishment motivation should be conducted in the Arab environment.

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