



Motivational Techniques for Enhancing Students' enthusiasm for Learning

Zanyar Nathir Ghafar

Department of Nursing, Kurdistan Technical Institute, Sulaimaniyah, Kurdistan Region, Iraq

*Corresponding Author Zanyar Nathir Ghafar

Department of Nursing, Kurdistan
Technical Institute, Sulaimaniyah,
Kurdistan Region, Iraq

Article History

Received: 10.06.2023

Accepted: 19.06.2023

Published: 26.06.2023

Abstract: Learners depend on motivation as one element that drives them to study new material and advance in what they have previously learned. Motivation is one variable that causes them to explore new knowledge. The levels of motivation that students possess and the actions they take while studying have a substantial influence on their academic success. On the other hand, the ability to estimate the amount of study motivation that a student has is an abstract concept. As a result, we must have a better knowledge of student motivation for learning to aid instructors in keeping students' interest in academic activities and to have a more comprehensive grasp of why students are inspired to study. In addition, we must better understand why students are motivated to learn to assist instructors in maintaining students' interest in academic activities. This review article's objectives were as follows: investigation the concepts of motivation. B. To emphasize techniques for enhancing students' motivation for learning with the assistance of teachers and other adults such as family members and friends. C. To demonstrate how additional motivations, such as intrinsic and extrinsic motivation, can also assist students in remaining motivated. When examining the educational system's role in promoting learning among students, the significance of students' intrinsic motivation cannot be understated, as mentioned in the conclusion of this article.

Keywords: inspiration, inherent, motivation, achievement, goal.

INTRODUCTION

What precisely does it mean to be motivated? The term "motivation" comes from the field of psychology and refers to the desire to want something, which acts as fuel for the want to continue pursuing it. According to Rapiudin (2019), a number of different academics have reached the same conclusion on the role that motivation plays in the learning process. Certain scholars (Brown, 2016; Oroujlou, & Vahedi, 2011; Brodka, & Parikka, 2019), among others, have backed and mentioned the idea that motivation itself often acts as the foundation for action. These authors provide research that backs up their claims. Researchers have also established the reason behind someone's desire to achieve or reap benefits via self-effort (Covington, 2002; Rapiudin, 2019). These researchers looked at what drives people to succeed or reap advantages through their own efforts. certain academics are of the belief that students' behaviours or motives to act were driven by their expectations of benefits or favourable consequences that would arise from their efforts (Brown, 2016). This is another perspective that is held by certain academics. In the field of psychology, the term "motivation" refers to an internal process that originates, guides, and maintains individuals's behaviour throughout the course of time (Anderman, Grey, & Chang, 2013; Pintrich, 2003; Zimmerman & Schunk, 2011; Slavin, 2019). In

other words, motivation is what causes people to act in the first place. To put it another way, motivation may be viewed of as an impulse or attraction that initiates action, maintains activity, and determines a path for action. It is important to keep in mind that the level of motivation as well as the path it takes might be different for different people (Ryan & Deci, 2020; Slavin, 2019; Zimmerman & Schunk, 2011). In conclusion, it is essential for students to maintain their motivation in order for them to continue their academic pursuits. Students that have a strong internal motivation to learn will have a heightened awareness of their academic achievement and will continue to improve. There is a wide range of opinion on the factors that motivate people to accomplish certain goals, and motivation may take many various forms. The theories of motivation that are relevant to the students' motivation for learning are going to be the topic of the next debate that we have.

Various perspectives on the mental state referred to as motivation

There are a few different motivational theories that might be of use to us in gaining an understanding of the desire that kids have to study. The theories of behavioural learning, the Maslow hierarchy of needs, attribution, and expectancy are some of the topics that will be covered in this article.



Theory of Behavioral Learning

One of the basic principles of the behavioural learning theory is the idea that one's actions should be rewarded and reinforced. The approach of reinforcement learning is used by a lot of teachers to keep their students engaged in what they're teaching them. As a method of both rewarding and reinforcing students in today's educational system, the incorporation of games and tests into academic activities is becoming more widespread. According to the findings of a recent research that was conducted by Silva, Rodrigues, and Leal (2019), including educational games into curricular activities may make students feel less bored while they are participating in such activities, which in turn will increase the students' desire to learn and their level of interest in doing so. It was the goal of Silva and his colleague to determine whether or not the gamified Accounting game and Marketing game tools would improve the academic performance of the study sample, which was made up of 816 undergraduate students in Portugal who are majoring in Accounting and 195 students who are majoring in Marketing. The qualities of the game, such as Concentration and Clarity, as well as others, are investigated to see how directly they influence the students' academic performance. In spite of the encouraging results, Silva et al. point out that traditional teaching approaches, so long as they are implemented effectively by teachers, are still very important to the learning process of students. (2019; Silva, Rodrigues, & Leal). There are a few elements that impact students' desire to engage in educational gaming, but we won't delve into them further since we admit that it's not the only one. Instead, we will acknowledge that there are a few others as well. Despite this, we won't go into more depth about it since we recognise that these are only our assumptions and that they might be founded on other theories, including biological theory. Therefore, we won't go into further detail about it. It is known as flow when a person reaches a state of deep absorption in a happy activity, such as when an artist performs on stage or an athlete competes and both are focused on providing a wonderful performance (Csikszentmihalyi, 1990). Examples of flow include when an artist performs on stage or an athlete competes and both are focused on giving a great performance.

The relationship that exists between the challenges that individuals face and the skills that they need in order to successfully complete certain activities forms the basis of the flow theory. According to Csikszentmihalyi (1996), this precarious equilibrium between problems and skills may result in indifference when both are low, anxiety when difficulties are great and skills are low, and boredom when challenges and skills are both high. It is the responsibility of the instructor to adjust the level of difficulty using appropriate techniques that allow for a balance between skills and challenges, thereby preventing the emergence of emotions that might prevent students from achieving a state of flow in their learning (van de Pol, Volman, & Beishuizen, 2010). In light of the three scenarios that were presented earlier, this responsibility falls on the shoulders of the instructor. According to Nakamura and Csikszentmihalyi (2009), students anxiously anticipate partaking in the flow because of the intrinsic incentives it provides. These rewards include the opportunity to acquire new skills that will assist them in advancing and ensure academic success. In the setting of gamified learning, a sensation of flow and emotional engagement had a substantial influence on participants' levels of motivation. In addition, the data reveal that flow and emotional involvement are responsible for 68% of the variance in motivation, while circulation, emotions of

engagement, and desire are responsible for 22% of the variation in academic accomplishment (Ozhan, & Kocadere, 2020).

The concept of Attribution Theory

Students were provided with consistent feedback on their academic achievement as well as on any additional work they had turned in. The remarks, regardless of the task at hand, will have an effect on the student's disposition, which in turn will affect the degree to which the student will be driven to study. One of the principles that contributes to helping explain why there is a struggle to provide an explanation for student achievement is called attribution theory. According to Mudavadi (2019), in 1972, Weiner created his Theory of Attribution of Learning, which is the basis for both the theory of attribution by Fritz Heider (1958) and the locus of control theory by Julian Rotter (1966). Mudavadi cites Weiner as the originator of both theories. The concept leads to an understanding of how students place reasons and responsibility for their own triumphs and failures in relation to those of others in the classroom. According to Weiner, students may take into account a variety of criteria when judging their level of success or failure, including their IQ, illness, bias in education, and temperament. According to Mudavadi (2019), teachers might strive to use this idea by evaluating students based on their efforts, which the students have control over, rather than their inherent skill or chance. This assessment can be done in place of traditional methods. People may grow more robust to the effects of their shame and improve their academic view on learning as a result of their efforts with the support of constructive criticism. According to the results of the research, students who have a more optimistic perspective of attribution are more likely to keep their academic standing rather than being administratively expelled at the completion of the probationary semester. This is in contrast to students who have a more pessimistic view of attribution. The goal of the attribution theory is to provide educators with a framework for better comprehending how pupils interpret the remarks made about their academic performance.

How to Raise Your Levels of Motivation to Achieve More

In prior conversations, it was suggested that the theory of motivation would be able to help us comprehend how the theory and the students' desire for learning are related to one another. This was one of the hypotheses that was put up. First things first, let's take a moment to discuss what it means to be driven by one's past successes. Following an examination of some recent studies on the relationship between a desire to accomplish one's goals and a feeling of success, we will go on to a discussion of the many different strategies that may be used in order to raise the level of aspiration held by students. During the forthcoming meeting, we are going to continue our conversation on the standards set by the teachers and the benefits granted for completing one's objectives. Each part will offer information on how instructors may assist students in overcoming obstacles and finding inventive methods to continue to maintain their motivation to learn. This information will be given in order to maximize the student's capacity to gain knowledge and experience from the part.

Achievement-based inspiration and motivation.

Achievement motivation is one of the types of motivation for education that may also help students to remain motivated in education. Achievement motivation is the general tendency to try for success and to chose goal-oriented success/failure activities (Schunk, & Dibenedetto, 2016; Zimmerman & Schunk, 2011).

This kind of motivation for education may also help students to remain motivated in education. (Bakadorova, & Raufelder, 2020) say that achievement motivation is a drive that determines how students connect themselves to the educational process on a cognitive, emotional, and behavioural level. This is a common definition of achievement motivation. According to Smith, Karaman, Balkin, and Talwar (2019), performance assessment, when combined with the standard of excellence and competition, might result in achievement motivation. To put it another way, it is a sort of motivation that is characterised by a desire to compete against others (pp. 2, Jennet, 2008 in Smith et al., 2019). High performance standards are required for this type of motivation. Another approach to describe it is by increasing one's engagement in any and all activities when doing so could also help to reflect one's perspective on what constitutes excellent. A further point is that "achievement motivation also comprises various and complex evaluations, estimates, inferences, values, standards, set of assumptions, and emotional reactions that may be irrational, flawed, and contradictory." (Dweck and Elliot's 1983 study and page 2 of Smith et al.'s 2019 study).

Aspirations of Students and Motivation to Persevere

Students are more likely to be motivated when they have goals to work towards. Researchers have noted that over the past 50 years, numerous studies with an estimated 1,000 participants have found that goals increased performance and that when goals are eliminated or scaled back, employee performance in an organisation decreases (Welsh, Bush, Thiel, & Bonner, 2019; Locke, & Latham, 2015). These findings have been documented in Welsh, Bush, Thiel, & Bonner's (2019) and Locke, & Latham's (2015, 2019) respective publications. Nevertheless, in addition to finding job, what other sorts of goals do students have in mind? According to Dweck and Leggett's findings, which were published in 1988, there are two primary kinds of goals from the perspective of orientation when using the achievement goal theory. As a first kind of aim, individuals could have educational goals or targets for self-improvement and learning as part of their plans. This objective, which is also known as a task or mastery goal, is designed to motivate you towards achieving your learning objectives. The second category of goals outlined how individuals may have aims for results or objectives to demonstrate their capability by sustaining external standards. These types of goals fall under the second category of goals. (Wentzel & Brophy, 2014; Givens Rolland, 2012; Senko, Hulleman, & Harackiewicz, 2011) Performance expectations are the impetus behind this objective. The second category of goals outlined the many ways in which individuals might have aims for results or objectives to demonstrate their capability by maintaining external norms.. (Wentzel & Brophy, 2014; Givens Rolland, 2012; Senko, Hulleman, & Harackiewicz, 2011) Performance expectations are the impetus behind this objective. Students who have performance goals focus their efforts on improving positive impressions of their abilities and avoiding negative perceptions. Students who have educational targets, on the other hand, think about the fundamental objectives and reasons of tutoring in order to become proficient in the skills that are being taught to them. Students who are striving towards specific educational goals are more likely to take on difficult courses and tasks, as well as deliberately seek out challenges and roadblocks. Students who have performance goals, on the other hand, are primarily concerned with achieving high marks, selecting classes that are not too difficult, and staying away

from stressful circumstances (Urdan & Mestas, 2006). But the emphasis on learning objectives was more on personal growth and self-improvement, which emphasised bigger, more ambitious goals, which in turn emphasised the process of reaching goals. In outcome objectives, the achievement of the goal was prioritised over the consequences in order to achieve an external achievement. However, students will have a low sense of self-esteem as a consequence of the high expectations placed on them by the goals, since they will believe they are unable to attain the objectives. In order for the students to achieve their goals, there is a high likelihood that they may participate in unethical behaviours such as cheating on examinations or assignments. In a nutshell, we contend that it is essential for instructors to provide students the opportunity to choose their own learning objectives as opposed to performance-based ones. Learners are more likely to put in the effort to study when they are motivated by an intrinsic motivation, such as their interest or the desire to better themselves, rather than an extrinsic drive, such as their grades or their performance. Teachers may be able to aid students in developing their own learning goals by allowing students to make their own decisions on the manner in which they will study.

A Look at the Expectations Placed on Teachers and What Motivates Them

Hinnant, O'Brien, and Ghazarian (2009), as well as Peterson, Rubie-Davies, Osborne, and Sibley (2016), found that Some research on teachers' expectations for their students has mostly endorsed the idea that students behave on the basis of their teachers' expectations (both explicit expectations and implicit prejudiced attitudes) from them. This is most commonly seen in the early years of schooling, when teachers know relatively little about the actual achievement levels of their students. In addition, this is the time when teachers typically have the least amount of information about their students. These requirements have the potential to function as a type of discipline. A recent research (2020) conducted by Heyder and colleagues focused more on the intrinsic motivation of students as opposed to the accomplishment motivation of the students. The findings of this study suggested that instructors who felt that maths needed natural talent would result in poor achievers having lower intrinsic desire. Due to the fact that the emphasis of their research was on intrinsic drives rather than success motivation, the results suggest that instructors who feel that students require inherent ability in order to succeed in mathematics induce low-achieving students to have lower levels of intrinsic desire. According to Heyder, Weidinger, Cimpian, and Steinmayr 2020, these results suggest that teachers' views that arithmetic proficiency is dictated by innate ability may be a substantial hindrance to developing a classroom atmosphere that supports participation and education for all students. According to the findings of this study, the influence of instructors is also a significant element in deciding whether or not students are motivated to study. However, further research is required to determine whether or whether the expectations of instructors have an effect on the achievement motivation of pupils. How can instructors help their students fulfil the expectations that they have set for themselves? One approach is to provide students the tools they need to succeed on their own. The first and most important thing for teachers to remember is that they need to be authoritative, modify their strategies as needed, and provide students autonomous assistance. Several studies have investigated the ways in which instructors, as proponents of student autonomy, may be of

assistance. According to Ryan and Deci (2020), instructors who provide greater independence and support are those who listen more, are more attentive to students, draw students' attention to their interests, provide more support for students' capabilities, and communicate more understanding of students' opinions. Additionally, instructors who provide greater independence and support are those who encourage students to take greater responsibility for their own learning. This behaviour is beneficial to teachers, and it also raises the level of incentive felt by students.

Encouragement from both inside and beyond the classroom for the students

Some students are willing to learn about a subject regardless of the benefits or incentives that they would obtain as a consequence of the learning process that they would be participating in. During the course of this lesson, we will discuss a variety of approaches that may be used to maintain the students' interest in the material. Students may benefit from maintaining their motivation via the use of both intrinsic and extrinsic forms of motivation, both of which are described here. According to the findings of this research (Tokan & Imakulata, 2019), confirmation was found that intrinsic motivation has a role in the achievement of students as well as their learning behaviour. In addition, the results showed that motivation, an essential study skill, may help students' academic success as well as education (Motevalli, Roslan, Sulaiman, Hamzah, Hassan, & Garmjani, 2013). This was discovered by the researchers who conducted the study. In addition, people who are intrinsically motivated are more likely to continue when confronted with learning issues (Huang, 2011; Liao, Chen, & Shih, 2019). This is in contrast to pupils who are driven extrinsically, who are more likely to give up when they encounter challenges.

Conclusion

This article provided a review of another that highlighted how educators and instructors may use theories like as cognitive learning theory, Maslow theory, attribution theory, and expectancy theory in their teaching to motivate and interest students in their academic learning. In addition, this review study shed light on a variety of teaching strategies that may be used in accordance with each of the aforementioned theories. In addition to this, it examines a variety of other strategies of motivation that may be used to boost the achievement motivation of students throughout other sessions. In addition, the research investigated the potential effects of both forms of motivation on the academic performance of pupils. The findings of this article assessment suggest that catering to the psychological needs of students is just as important as catering to their physical health within the context of the educational system. Learners have the option of studying in a variety of ways throughout their life, and in order to maintain their motivation, they need constructive support from their teachers, family members, and friends. We think that the following review article could shed some light on the fact that teachers' psychological needs should be satisfied in order for students to be more motivated to study the information: "We believe that this review article might shed some light on the fact that..." Even taking into account the fact that each student is an individual, several methods have been devised to assist students in their academic pursuits. The way in which they learn is the most important factor to consider. If students are willing to adjust both their perspective and their attitude towards education, they will definitely be successful in their academic endeavours throughout their lives.

REFERENCES

1. Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT journal*, 56(1), 57-64.
2. Anderman, E., Gray, D., & Chang, Y. (2013). Motivation and classroom learning. In W. Reynolds, G. Miller, & I. Weiner (Eds.) *Handbook of psychology* (Vol. 7, 2nd ed., pp. 99–116). Hoboken, NJ: Wiley.
3. Atkinson, J. W. (1964). An introduction to motivation.
4. Brodka, P., & Parikka, L. (2019). *Motivation to Study Social Services in Higher Education: Case: Laurea University of Applied Sciences*.
5. Bakadorova, O., & Raufelder, D. (2020). The relationship of school self-concept, goal orientations and achievement during adolescence. *Self and Identity*, 19(2), 235-249.
6. Brown, H. D. (2016). *Teaching by principles: An Interactive Approach to Language Pedagogy*.
7. Corwyn, R. F., & McGarry, P. P. (2020). AN EXPECTANCY VALUE THEORY PREDICTS ACHIEVEMENT IN UNDERGRADUATE STATISTICS THROUGH ACADEMIC DELAY OF GRATIFICATION4. *Statistics Education Research Journal*, 19(2).
8. Covington, M. V. (2002). Rewards and intrinsic motivation. *Academic motivation of adolescents*, 169-192.
9. Csikszentmihalyi, M. (1990). The domain of creativity. In M. A. Runco & R. S. Albert (Eds.), *Sage focus editions*, Vol. 115. *Theories of creativity* (p. 190–212). Sage Publications, Inc.
10. Csikszentmihalyi, M. (1996). *Flow and the psychology of discovery and invention* (Vol. 56, p. 107). New York: Harper Collins.
11. Deci, E. L., & Ryan, R. M. (2010). Intrinsic motivation. *The corsini encyclopedia of psychology*, 1- 2.
12. Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological review*, 95(2), 256.
13. Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 101859.
14. Froiland, J. M., & Worrell, F. C. (2016). Intrinsic motivation, learning goals, engagement, and achievement

- in a diverse high school. *Psychology in the Schools*, 53(3), 321-336.
15. Huang, W. H. (2011). Evaluating learners' motivational and cognitive processing in an online game-based learning environment. *Computers in Human Behavior*, 27(2), 694-704.
16. Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & education*, 80, 152-161.
17. Heyder, A., Weidinger, A. F., Cimpian, A., & Steinmayr, R. (2020). Teachers' belief that math requires innate ability predicts lower intrinsic motivation among low-achieving students. *Learning and Instruction*, 65, 101220.
18. Hinnant, J. B., O'Brien, M., & Ghazarian, S. R. (2009). The longitudinal relations of teacher expectations to achievement in the early school years. *Journal of educational psychology*, 101(3), 662.
19. Lee, S. Y., & Hall, N. C. (2020). Understanding Procrastination in First-Year Undergraduates: An Application of Attribution Theory. *Social Sciences*, 9(8), 136.
20. Liao, C. W., Chen, C. H., & Shih, S. J. (2019). The interactivity of video and collaboration for learning achievement, intrinsic motivation, cognitive load, and behavior patterns in a digital game-based learning environment. *Computers & Education*, 133, 43-55.
21. Locke, E. A., & Latham, G. (2015). Goal-setting theory. *Organizational behavior*, 1, 159-183.
22. Loh, E. K. (2019). What we know about expectancy-value theory, and how it helps to design a sustained motivating learning environment. *System*, 86, 102119.
23. Motevalli, S., Roslan, S. B., Sulaiman, T., Hamzah, S. G., Hassan, N. C., & Garmjani, M. G. (2013). New study skills training intervention for students who suffer from test anxiety. *Asian Social Science*, 9(7), 85.
24. Mudavadi, K. C. (2019). Newspaper Framing of a Health Crisis and Public Perception in Kenya: The Case of Kenyatta National Hospital Wrong-Patient Brain Surgery (Doctoral dissertation, United States International University-Africa).
25. Nakamura, J., & Csikszentmihalyi, M. (2009). Flow theory and research. *Handbook of positive psychology*, 195-206.
26. Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, 29, 994-1000.
27. Ozhan, S. C., & Kocadere, S. A. (2020). The effects of flow, emotional engagement, and motivation on success in a gamified online learning environment. *Journal of Educational Computing Research*, 57(8), 2006-2031.
28. Peterson, E. R., Rubie-Davies, C., Osborne, D., & Sibley, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap. *Learning and Instruction*, 42, 123-140.
29. Pintrich, P. R. (2003). Motivation and classroom learning. *Handbook of psychology*, 103-122.
30. Rapiudin, A. U. (2019). Students' Perception on Their Motivation in Learning English (The Analysis Students' Motivation Based on Maslow's Concept). *Biormatika: Jurnal ilmiah fakultas keguruan dan ilmu pendidikan*, 5(02), 155-160.
31. Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior*. (S. Yagan, Ed.).
32. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 101860.
33. Senko, C., Hulleman, C. S., & Harackiewicz, J. M. (2011). Achievement goal theory at the crossroads: Old controversies, current challenges, and new directions. *Educational psychologist*, 46(1), 26-47.
34. Schnettler, T., Bobe, J., Scheunemann, A., Fries, S., & Grunschel, C. (2020). Is it still worth it? Applying expectancy-value theory to investigate the intraindividual motivational process of forming intentions to drop out from university. *Motivation and Emotion*, 1-17.
35. Schunk, D. H., & Dibenedetto, M. K. (2016). Self-efficacy theory in education. *Handbook of motivation at school*, 2, 34-54.
36. Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832.
37. Slavin, R. E. (2019). *Educational psychology: Theory and practice*.
38. Silva, R., Rodrigues, R., & Leal, C. (2019). Play it again: how game-based learning improves flow in Accounting and Marketing education. *Accounting Education*, 28(5), 484-507.

39. Smith, R. L., Karaman, M. A., Balkin, R. S., & Talwar, S. (2020). Psychometric properties and factor analyses of the achievement motivation measure. *British Journal of Guidance & Counselling*, 48(3), 418-429.
40. Taylor, G., Jungert, T., Mageau, G. A., Schattke, K., Dedic, H., Rosenfield, S., & Koestner, R. (2014). A self-determination theory approach to predicting school achievement over time: The unique role of intrinsic motivation. *Contemporary Educational Psychology*, 39(4), 342-358.
41. Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1).
42. Urdan, T., & Mestas, M. (2006). The goals behind performance goals. *Journal of educational psychology*, 98(2), 354.
43. Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. *Educational psychology review*, 22(3), 271-296.
44. Welsh, D., Bush, J., Thiel, C., & Bonner, J. (2019). Reconceptualizing goal setting’s dark side: The ethical consequences of learning versus outcome goals. *Organizational behavior and human decision processes*, 150, 14-27.
45. Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational psychologist*, 45(1), 28-36.
46. Wentzel, K. R., & Brophy, J. (2014). *Motivating students to learn* (4th ed.). New York, NY: Routledge.
47. Zimmerman, B. J., & Schunk, D. H. (Eds.) (2011). *Handbook of selfregulation of learning and performance*. New York, NY: Routledge

Correspondent Author:

Zanyar Nathir Ghafar

Email: zanyareng92@gmail.com